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ABSTRACT

In its first year of funding, Project MEDIA (Meaningful Educational Directions Through Innovative Approaches) offered school districts in Illinois information concerning the latest emerging developments in the field of education, specialized assistance in developing and implementing new approaches and techniques, and a centralized resource for information and guidance regarding innovative activities and operations of the State-Wide Facilitator Project, a component of the National Diffusion Network, covers the historical perspective, the diffusion process, information dissemination, adoptions--process and product, administration--budgets and records, organizational development and processes, and project evaluation. A summary of the evaluation and a list of local education agencies together with exemplary projects they have adopted are included. (RAO)

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MEDIA: PROJECT DESCRIPTION AND IMPACT
FIRST YEAR 1974–1975

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MEDIA: PROJECT DESCRIPTION AND IMPACT
FIRST YEAR 1974–1975

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PART ONE

PROJECT MEDIA: AN OVERVIEW

How can innovations in Education be brought to Illinois Schools?

Project MEDIA (Meaningful Educational Directions Through Innovative Approaches), was developed as an answer to that question.

In fiscal year 1975, Project MEDIA offered school districts in Illinois:

- Information concerning the latest emerging developments in the field of education
- Specialized assistance in developing and implementing new approaches and techniques
- A centralized resource for information and guidance regarding innovative and exemplary programs, projects, and practices

Project MEDIA is funded by the U. S. Office of Education to:

- Disseminate detailed information about successful special projects directly to local school districts in Illinois, in a systematic, orderly manner
- Assist local school districts in matching their own needs to special programs, of proven worth, designed specifically to confront the same type of needs
- Provide genuine, useful assistance to local school districts during the process of reviewing innovative programs in light of their own special needs and in the decision-making process concerning adoption (or adaption) of programs designed to eliminate or reduce the need
- Serve as a state-wide clearinghouse; bringing together staffs from the Illinois Department of Education, local school districts and the staffs from Developer/Demonstrator Projects, located throughout the nation.

PROJECT MEDIA

Fiscal 1974–75 was the first year of funding for the Illinois State-Wide Facilitator, Project MEDIA. This project is one of 54 in 31 states, that make up the National Diffusion Network. These projects are funded through Title III, Section 306.

Project MEDIA is located in Mounds, Illinois, in the southwestern tip of the state. The disadvantages of this site are that it is neither central to Illinois nor near the population centers of the state. Nevertheless, during this first year they were able to facilitate change in school districts both in the northern and southern areas of Illinois. This southern location seems to have had the positive effect of enabling MEDIA to influence change in many smaller districts that may not have been a part of the process if the project had been located elsewhere in the state.

The general design for MEDIA was as follows:

- Time Table of Events
  - Project Funding––June 30, 1974
  - Contract Negotiations–June 30, 1974–October, 1974
  - Develop Management Plans–––September, 1974–January, 1975
  - Implement Operational Program––September, 1974-June, 1975
  - Identify and Hire Staff––July, 1974–January, 1975
  - Implement Adoption Process––November, 1974–June, 1975
  - External Evaluation–––August, 1974–June, 1975

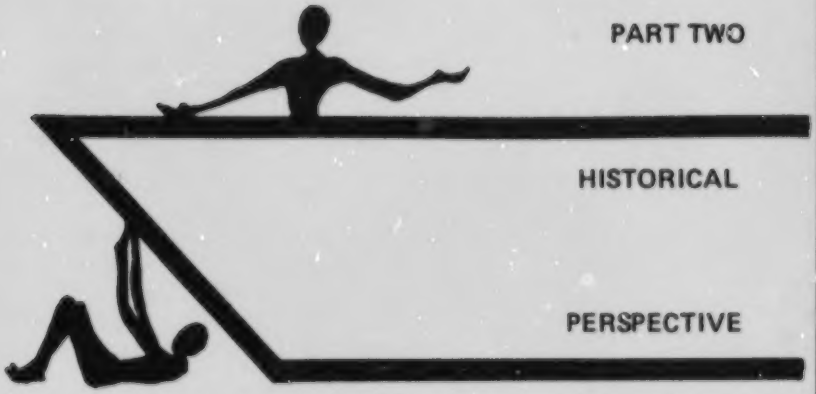
- Activities
  - Developed and distributed awareness materials
  - Made awareness presentations
  - Made personal contacts with school district and educational agency staff
  - Set up and worked booth with MEDIA display at conferences
  - Facilitated adoptions of Developer/Demonstrator projects
  - Identified prospective districts for adoption of Developer/Demonstrator projects
  - Participated in National Diffusion Network activities

The results of these activities can be summarized as follows:

- Sent out over 8000 sets of awareness materials
- Made presentations to over 3000 educators
- Made over 2500 phone contacts
- Facilitated adoptions in
  - 66 School Districts
  - 183 Learning Centers
  - Effecting over 31,000 students
- Staffing
  - Total of 11 staff, 9 professional and 2 secretarial
  - Professional staff consisted of
    - Project Director
    - Media Specialist
    - Consultant, Design
    - Consultant, Conference Coordinator
    - Consultant, Learning Disabilities
    - Consultant, Early Childhood
    - Consultant, Affective Education
    - Consultant, Publications
    - Consultant, Reading

Illinois State–Wide Facilitator Project Learnings 1975–1976

- MEDIA dissemination efforts need to be expanded in order to meet new requests from increasing number of LEA's for information.
- Facilitation procedures with LEA's must be maintained to assess whether new innovation information can be used (information is not enough to initiate adoption/adaption).
- Monitoring of D/D LEA training programs is necessary to:
  - Determine if D/D has offered appropriate training to LEA
  - Determine what LEA needs from MEDIA resources during implementation process
- To evaluate Adopt/Adapt impact in LEA's and the effectiveness of the National Diffusion Network, Project MEDIA has incorporated the following general goals in their project design in order to meet the critical need areas described above. These general goals will be addressed in conjunction with the goals outlined for Project MEDIA in the previous year of operation.
  - Facilitation of Adoption/Adaption: The process of adoption or adaption of an innovative program will be analyzed.
  - Effectiveness of Adoption/Adaption: The MEDIA Project will describe the impact of adoption/adaption programs within Illinois LEA's.



PART TWO

HISTORICAL PERSPECTIVE

Approximately ten years ago the Federal government began to support "educational innovations as a pioneer means for meeting diverse educational needs." The congressional passage of the landmark Elementary and Secondary Education Act (ESEA) in 1965, represented the greatest Federal involvement in our nation's schools in the history of American education. Grants were provided to local schools with ESEA monies. Title III, ESEA grants were awarded so that programs could be developed to demonstrate innovative approaches to education. Many of the Title III model programs accomplished highly successful educational innovations. It was expected that educational change would spread through local, state, and regional networks as a result of the success of Title III innovations.

However, most forward-looking educators at the cutting edge of educational reform put almost all their efforts into "developing innovative programs." Sparse efforts that were made to spread the effects of new educational practices consisted primarily of disseminating information about those programs. It is apparent now that more than "providing information" about superior educational practices is required in order for adoptions to occur in new locations.

In other words, for ten years, scores of innovative programs have been developed and pilot-tested in local school districts. However, because no systematic procedures to assist potential adopters of new programs were established, wide-spread change in education has not been realized.

Again, the U.S. Office of Education has stepped in this time in an effort to improve the educational change process.

First, the U.S. Office of Education has acted to identify successful innovations; that is, to compile a set of approved projects, worthy of adoption in local schools throughout the nation. Next, USOE has provided grants-in-aid to establish State-Wide Facilitator Projects. These State-Wide Facilitators are responsible for bringing word to the local education agencies of validated-successful programs, that may represent solutions to local education agency needs.

The State-Wide Facilitators Projects have evolved into more than just a communications link. Currently these projects are creating links of interaction between local school districts and the developers of validated successful innovative projects. In addition to encouraging the adoption or adaption of innovative programs, the State-Wide Facilitator Projects stimulate local school districts into thoughtful consideration of their educational needs.

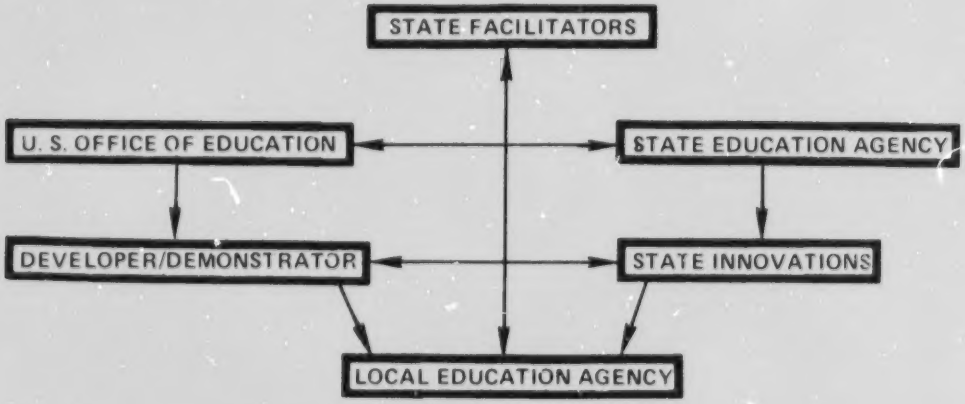
A logical outgrowth of the work of the State-Wide Facilitator Projects has been their incorporation with national and state agencies, and certain educational laboratories, into a National Diffusion Network. This new Network represents one of the most comprehensive efforts made so far to assist local schools in resolution of educational problems through adopting successful innovative procedures.

The Network process involves:

- Identifying exemplary innovative programs, of proven success
- Disseminating information about these programs
- Assisting local school districts to assess their educational needs and examine validated programs in terms of those needs
- Providing local school districts direct experience with the innovative programs through site visits, workshops, pilot programs
- Serving as a communication link between local school state departments of education, and developers of innovative programs, providing assistance through all possible means.

As members of the National Diffusion Network, the State-Wide Facilitators hold responsibility (a) to communicate cogent information on promising educational practices and (b) to demonstrate to educators at the local level how programs of proven worth can help meet their educational needs. Within this process, the integrity of local decision-making and local control is upheld.

Essentially, the National Diffusion Network is a systematic process for transmitting and replicating successful educational practices. Shown below is a flow-diagram which identified the interacting components of the National Diffusion Network.



OBJECTIVES ☑ MET ☐ NOT MET

General Objective: Project staff will produce descriptive literature concerning innovative programs, both general and specific.

Specific Objective: Project staff will prepare during the first semester a brochure containing descriptions of validated projects, suitable for adoption. Though the information may be somewhat generalized, it will be specific enough to inform a potential adopter. Furthermore, project staff will prepare for each project, grouped according to a classification scheme devised by project staff, program descriptions specific enough to answer the questions of potential adopters, in answer to inquiries they forward to the project.

General Objective: Relations between Meridian Community School District Unit 101, State Education Agency, Office of Education, Local Illinois School Districts, and resources available from validated projects will be maintained.

Specific Objective: Project activity related to maintaining relationships among education agencies at the state, national, and local levels and resources available from validated Developer/Demonstrator Projects will be maintained.

PART THREE

DIFFUSION

PROCESS

Project MEDIA operates on the assumption that successful **diffusion of exemplary educational programs** hinges upon two critical processes or activities: **dissemination** and **facilitation.**

- **DISSEMINATION**

  The purpose of dissemination is to channel information about successful innovations to local educators.

  MEDIA dissemination activities include mass mailings of material designed to describe and explain the nature of innovative programs and the adoption process. Formal and informal presentations to education-interest groups also are an essential part of dissemination efforts.

- **FACILITATION**

  The purpose of facilitation is to provide local educators with an opportunity to examine and assess the operating qualities of innovative, exemplary programs.

  Many of the MEDIA facilitation activities focus on the development of dissemination materials, e.g., brochures to describe D/D projects; format procedures for the adoption process.

In the diffusion process, the primary goals of the **dissemination** is to create an awareness of innovative programs; while the primary goal of **facilitation** is to build commitment to adopting innovations which can meet local education needs.

There are numerous ways to determine whether dissemination activities and facilitation activities have been successful in diffusing adoptions. Project MEDIA, together with their evaluation team, determined "indicators of success" for both the dissemination and the facilitation effort. Using these indicators, the evaluation team monitored Project MEDIA's activities throughout the year. MEDIA staff were able to determine their relative effectiveness in dissemination and facilitation from the evaluation information.

The purpose for process evaluation is to allow the staff to redirect their efforts in order to maximize their effectiveness. The table below describes the indicators which were generated to evaluate the success of both dissemination and facilitation efforts. It also lists the major activities associated with dissemination and facilitation.

TABLE 3.1
DISSEMINATION/FACILITATION MATERIALS & ACTIVITIES

	DISSEMINATION		FACILITATION	
	MAILINGS	PRESENTATIONS	AWARENESS MATERIALS	ADOPTIONS MATERIALS
Effort	≧5000 initial Awareness to every Illinois LEA,NPS,ESR ≧3000 Secondary Awareness information by request	≧30 conference presentations to Illinois Educators In-service training to 66 different education agencies (currently all are in the process of adoption)	■ Brochures; ■ Slide-tape; ■ Conference booth; ■ Presentation format	■ Local Education Agency Survey; ■ Potential Adopter Adapter's Survey; ■ Request for Travel; ■ Project Visit Expense; ■ Report of Site Visit Observation; ■ Developer/Demonstrator Impact Report; ■ Request for Project MEDIA Assistance; ■ Level of Support Requested for Adoption
Indicators of Effectiveness	□ Comprehensiveness □ Accuracy □ Clarity □ Extent of Saturation □ Efficiency □ Audience response □ Cost-effectiveness			□ Interest □ Needs assessed □ Program match □ Commitment □ Demonstration □ Training □ Trial □ Adoption

The Illinois State-Wide Facilitator, Project MEDIA, has taken a leadership role in the National Diffusion and Adoption Network. MEDIA's Project Director and several staff members have made significant contributions by their planning efforts and participation in conferences on:

- Developing evaluation criteria and procedures in the Network
- Establishing communication links between USOE, D/D Projects, and each of the 54 State-Wide Facilitators
- National Network dissemination and planning

Also, Project MEDIA has been concerned with forming close ties with the developers of innovative programs. Furthermore, each in-service training workshop conducted for Illinois LEA adopters by D/D projects has been co-sponsored by Project MEDIA.

These strategies, together with needs-assessment support to LEA's, has resulted in a 100% diffusion-success-rate in Illinois for 1974-75. In other words, all LEA's that requested comprehensive adoption assistance from Project MEDIA are now in the process of implementing innovative programs.

Figure 3.1 describes the time and frequency of MEDIA's involvement in the National Diffusion/Adoption Network for each of the three categories of activities:

- National Network Conference
- Illinois In-Service Training
- Illinois LEA Facilitation Meetings

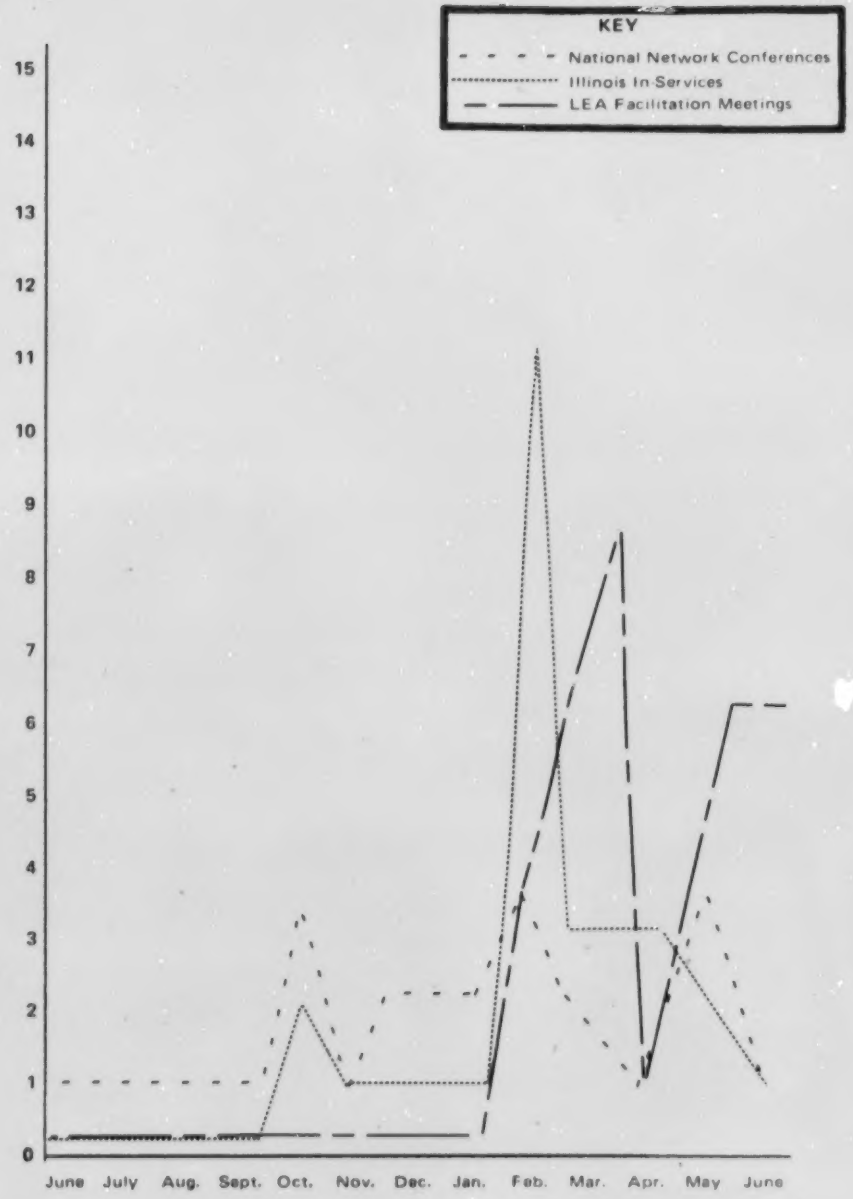


FIGURE 3.1: FREQUENCY OF MEDIA INVOLVEMENT IN NATIONAL DIFFUSION/ADOPTION NETWORK

OBJECTIVES ☒ MET ☐ NOT MET

General Objective: Project staff will develop a data bank of innovative programs/projects, the effectiveness of which has been evaluated.

Specific Objective: Developed by project staff, and maintained within the project files, will be information on every innovative project, validated for exportation by OE.

General Objective: Project staff will maintain an open-ended file on exportable programs, discarding defunct programs and adding new ones as they are validated.

Specific Objective: The Project Director and staff will set up a systematic routine for periodically reviewing the validated projects carried in the project files. Included in the routine will be means for identifying projects no longer operational and learning of newly-validated projects as information about them is circulated.

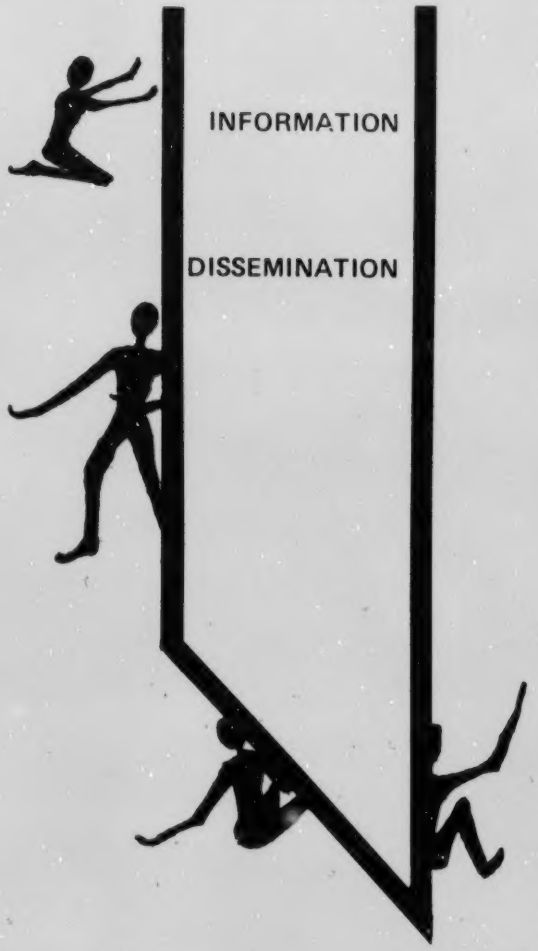
General Objective: Project staff will select target projects for intensive dissemination to LEA's on a state-wide basis.

Specific Objective: Of the 75 OE-approved projects, Project MEDIA staff will (1) select at least 25, (2) group these 25 in appropriate categories, and (3) prepare descriptive brochures on these target projects, containing sufficient information for the needs of a potential adopter/adapter.

General Objective: Project staff will deliver informative programs at area, regional, and/or state-wide meetings of professional educators.

Specific Objective: In preparation of the Program Management Plan, the Project Director and staff will plan for informative programs on educational innovations at least one state-wide, three regional meetings, and four area meetings.

PART FOUR



The results of the dissemination and facilitation processes, during the first year of MEDIA operations, are noteworthy. It is apparent from the density map (Figure 4.1) that there is widespread interest in learning about educational innovations throughout the State of Illinois. This map indicates that the MEDIA Project received approximately 3000 requests for information about innovative programs and about the MEDIA Project services. From this it can be determined that Project MEDIA has been successful in creating an awareness of the state-wide resource for information about programs to meet educational needs in the State of Illinois.

Evaluation analysis of the requests to MEDIA for information were made. It appears that most educators requested information after listening to conference presentations by the MEDIA staff. On the other hand, requests for information, as a result of receiving the initial awareness mailings, accounted for slightly over ten percent of all the requests received by Project MEDIA. Analyses also indicate that the majority of responses have emanated from densely populated areas and LEA's located within a small radius of Project MEDIA.

Specific information requests have been made for more than 65 programs. Those for which information was most often requested were:

- Early Prevention of School Failure
- Early Childhood Preventive/Prescriptive Curriculum Demonstration Center
- Parent-Child Early Education
- Parent Readiness Education Program
- Strategies in Early Childhood Education
- Curriculum for Meeting Modern Problems
- Corrective Reading Program
- Focus
- LEM—Learning Experience Module
- Pegasus Pace
- Talents Unlimited
- SDR—Systems Directed Reading
- A Systems Approach to Individualized Instruction
- Vocational Reading Power
- AIRS—Andover's Individualized Reading System
- Engineered Classrooms for Students both Educably Handicapped & Behaviorally Maladjusted
- Individualized Language Arts

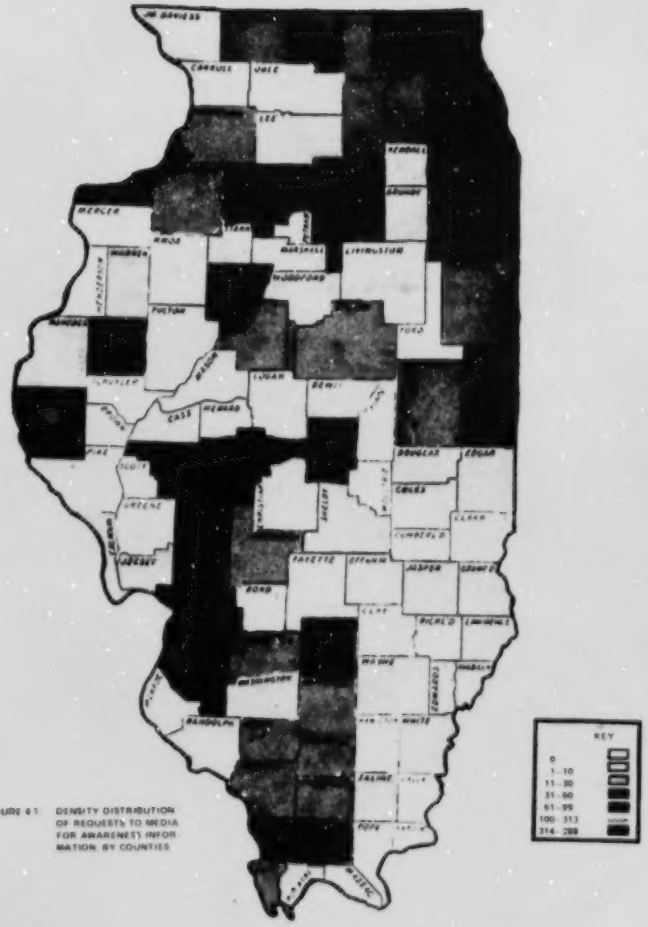


FIGURE 4.1 DENSITY DISTRIBUTION OF REQUESTS TO MEDIA FOR AWARENESS INFORMATION BY COUNTIES

Project MEDIA answered requests for information by sending each of the local education agencies a descriptive brochure. These brochures contain critical information about each of the developer/demonstrator projects that have passed the dissemination review panel (USOE). Also, special information needs, as well as many LEA follow-up contacts, have been contacted by telephone via the MEDIA Project toll-free long-distance lines. It is interesting to point out that the toll-free MEDIA telephone link throughout the State of Illinois seems to enhance the efficiency of MEDIA operations.

During the first year of operation, Project MEDIA dissemination and facilitation efforts emphasized cooperative relations with the State Education Agency in Illinois. Although the complete ramifications of these first-year efforts are not conclusive at this time, indications are that the State Education Agency could make better use of Project MEDIA as a resource.

The MEDIA staff intend to continue to encourage cooperative relations with the State Education Agency during the second year of program operation. If cooperation can be achieved, MEDIA will be able to provide supplementary services to the State Education Agency by promoting the adoption of innovative educational programs which have been declared exemplary by the State Education Agency itself. In this way the innovative change process within Local Education Agencies within the State of Illinois will be maximized through the incorporation of state as well as nationally recognized programs for adoption.

The MEDIA project staff accumulated and catalogued comprehensive information concerning each of the approved developer/demonstrator projects. This information, compiled into brochures, was cross-referenced in a project-based storage filing system. The awareness materials, the D/D program information brochures, and the filing cross-referenced system constitute the MEDIA Project Clearinghouse Retrieval System. The system was designed so that it can be up-dated as new information and new programs become available. It should also be pointed out that this retrieval system is a viable supplement for the Illinois State Education Agency.

As new developer/demonstrator projects are approved by the U.S. Office of Education, they can be catalogued and cross-referenced with the previously approved projects. This kind of retrieval system provides the most comprehensive resource for innovative programs which can be easily adopted by Local Educational Agencies in the State of Illinois.

OBJECTIVES ☒ MET ☐ NOT MET

General Objective: Project Staff will establish a systematic procedure for (a) identifying LEA's which represent "fertile soil" for new ideas and innovative programs, as differentiated from those "window shopping," (b) facilitating the adoption or decision process within those LEA's identified as promising, and (c) involving SEA personnel in the facilitation process, in an effort to build a solid program which holds its promise for enduring following the termination of external funding.

Specific Objective: The Project Director and staff will establish orderly, systematic routines and procedures including (1) a questionnaire, rating scale, or similar instrument, for determining the purposefulness of a district requesting project support (such as expenses for a trip to visit a demonstration project site).

Second, the Project Director and staff will analyze the process gone through in Illinois school districts in adopting innovative programs, and they will specify the types of help Project MEDIA can supply to districts at various stages in that process.

Third, Project MEDIA staff will work jointly with Illinois Department of Education staff charged specifically with fostering adoption of innovations to determine specific methods for working together to assist local school districts.

General Objective: The project staff will perform a "brokerage function" bringing together (a) those school districts throughout the state who are in the process of (1) adopting or (2) deciding to adopt innovative programs and (b) staff and resources from approved projects who/which can help the process of adoption of decision-making.

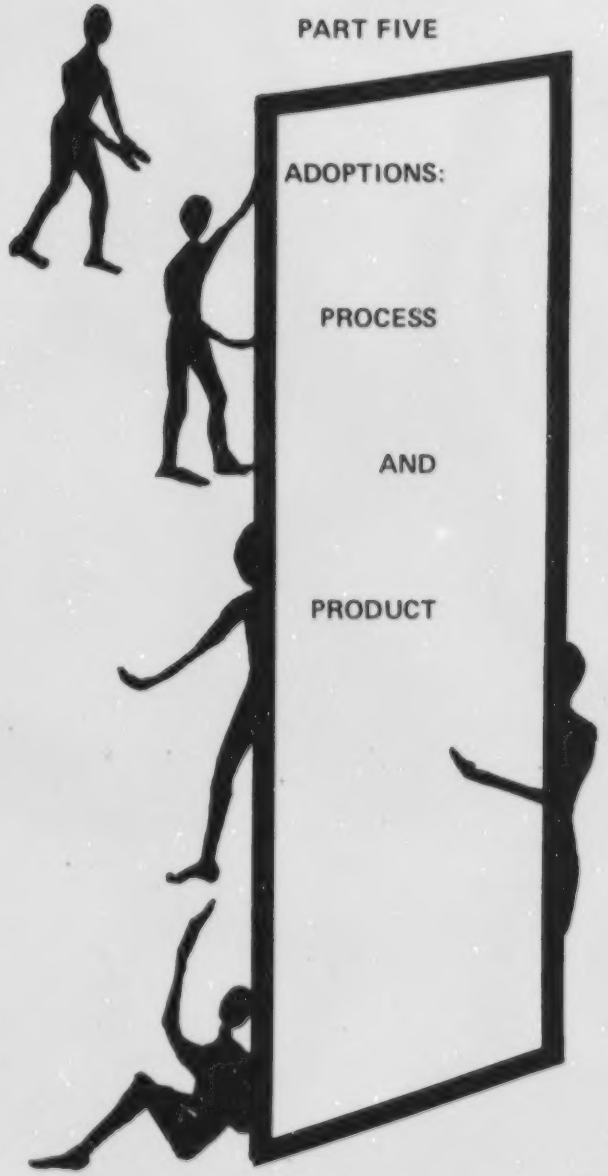
Specific Objective: Project staff will develop a systematic procedure for (1) identifying those school districts in Illinois which are at a point in the innovation adoption process wherein Project MEDIA can perform a service and (2) they will develop a systematic mechanism for bringing such school districts and staff from appropriate projects together. Third, project staff will develop a systematic mechanism for determining the type and extent of support they will provide to an Illinois school district, based upon its potential for carrying through the adoption process.

General Objective: Project MEDIA staff, alone or in combination with SEA staff, will monitor progress made by LEA's in the process of adopting or adapting innovations.

Specific Objective: Project MEDIA staff will develop specific routines, procedures for monitoring the processes engaged in by those LEA's who have received State-Wide Facilitator Services, toward the eventual in-district adoption of Demonstration/Developer Projects.

General Objective: Project staff will gather information on the commitment to adopt/adapt innovative programs or projects from Illinois School Districts, for implementation in the 1975 or 1976 period.

Specific Objective: Through a survey, or other appropriate procedures, Project MEDIA staff will gather information concerning the extents to which Illinois LEA's are committed to adopting or adapting procedures to which they have been introduced through the project. They will determine the intention of the LEA's regarding program implementation in 1975 or 1976, and they will store the data for future use, in the event that available Federal funds allow the State-Wide Facilitator Project to continue.



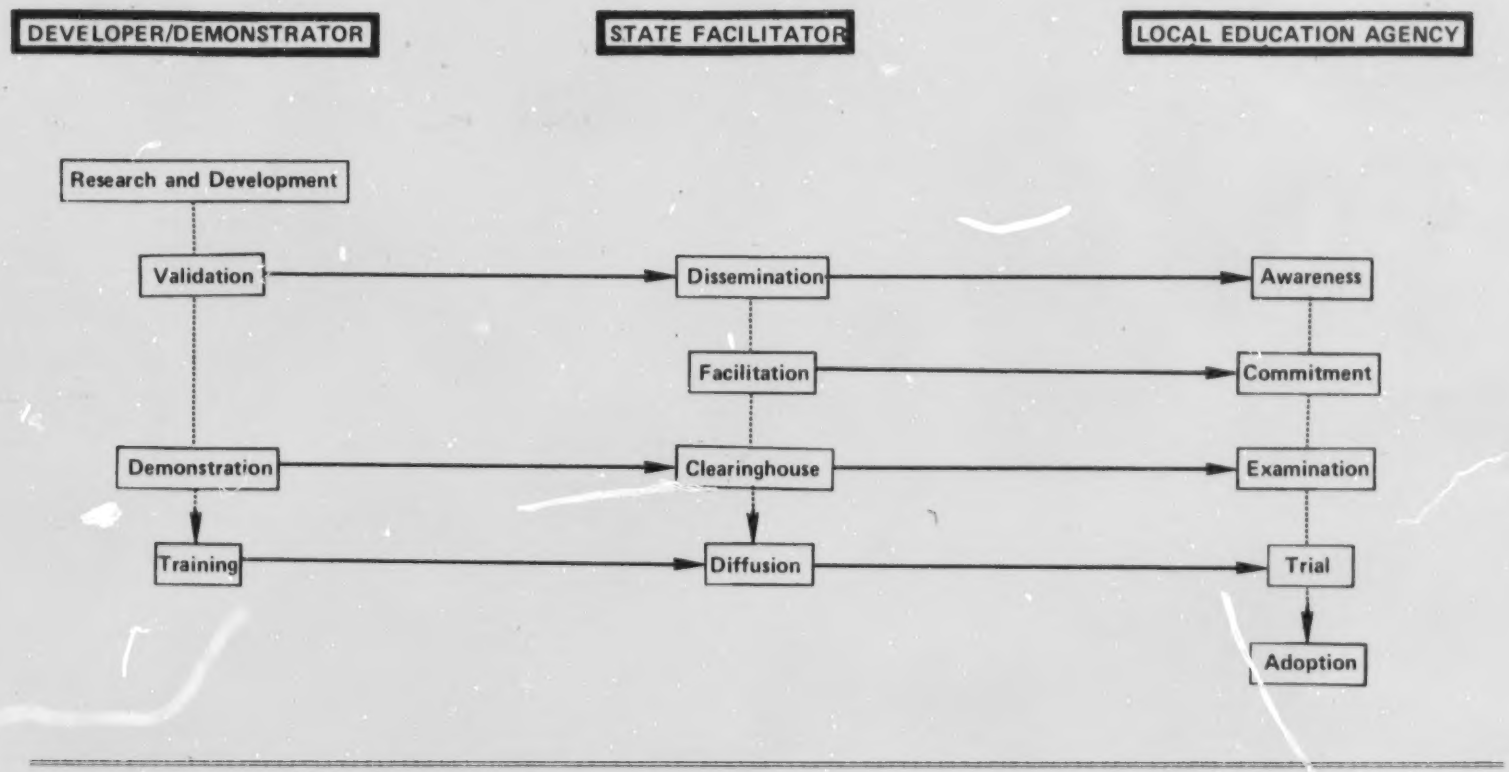


FIGURE 5.1: IMPLICATIONS OF THE ADOPTION PROCESS FROM THREE PERSPECTIVES

ADOPTION PROCESS

The adoption process includes several general components that can best be understood from the vantage points of

- Agencies adopting developer/demonstrator projects,
- Developers of exemplary programs being adopted, and
- State-wide facilitator interfacing with both the adopter agencies and program developers.

The diagram presented in Figure 5.1 describes the implications of the general components of the adoption process from these three perspectives.

The U.S. Office of Education and State Education Agencies also are involved in the adoption process. Besides providing the funds necessary to carry out the total diffusion process, these agencies serve the vital function of **IDENTIFYING** exemplary educational programs for adoption.

- **U.S. OFFICE OF EDUCATION**
  - USOE has established a Title III Dissemination Review Panel. Projects that have completed appropriate validation/evaluation procedures can apply for review by USOE through Title III, Section 306. If passed by the Dissemination Review Panel, the project may be declared **EXEMPLARY** and worthy of national replication. Once projects have been approved, they are qualified as developer/demonstrator projects to be included in the National Diffusion Network operation.

- **STATE EDUCATION AGENCIES**
  - Many states have developed interest in the diffusion process. In some instances, state departments have identified exemplary projects within their own states for adoption. The identification of and review procedures for these projects are varied, unique to the states themselves.

The State-Wide Facilitator projects have been mandated by the U.S. Office of Education to provide assistance to potential adopter agencies in assessing their particular educational needs. Also the State-Wide Facilitators are supposed to match the agencies' needs with appropriate developer/demonstrator programs. Moreover, USOE expects State-Wide Facilitator projects to interface with Local Educational Agencies through a specified adoption/adaption plan.

In order to meet these requirements of USOE, Title III, Section 306, Project MEDIA, the Illinois State-Wide Facilitator project, developed a comprehensive adoption/adaption plan for Local Education Agencies in Illinois. The plan involved several stages of dissemination and review. (A flow-diagram of the total process is available through Project MEDIA). The plan, as developed, specified assessment of the levels of interest and commitment of Local Education Agencies in the implementation of developer/demonstrator programs. This assessment was made at several different stages in the process.

The activities and attitudes of adopter agencies must be monitored and supported continuously, in order for the diffusion process to be successful. By the stage-related adoption plan, Project MEDIA assumed responsibility for these monitoring and support services within the State of Illinois.

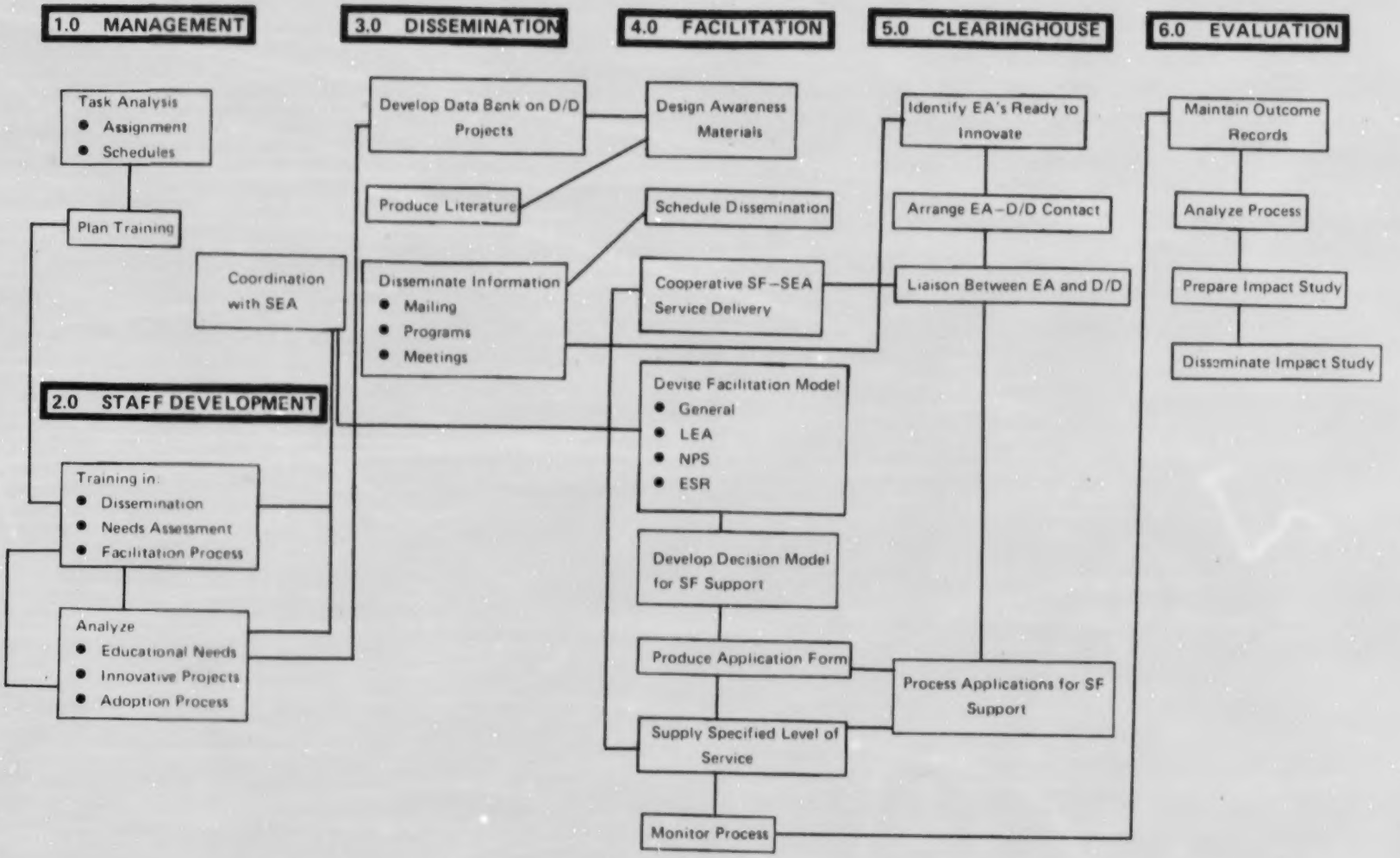


FIGURE 5.2: PROJECT MEDIA PROCESS MODEL

ADOPTION PROCEDURE

The overall model for Project MEDIA is illustrated in Figure 5.2. As can be noted from the figure, the actual adoption process involves three interrelated functions.

- **DISSEMINATION**
  This function includes the development and maintenance of information files on all developer/demonstrator projects, production of awareness materials, and the distribution of information.

- **FACILITATION**
  Included within this project function is the design of awareness materials, scheduling of information distribution, cooperative services delivery with other agencies, and development and implementation of model for supplying services to educational agencies.

- **CLEARINGHOUSE**
  The clearinghouse function is that of identifying educational agencies ready to innovate, arranging contact for and interfacing between educational agencies and developer/demonstrator projects, and processing applications for State Facilitator support.

The general adoption procedure was that of:

- Disseminating awareness materials;
- Reviewing inquiries from interested educational agencies;
- Interacting with these agencies;
- Requesting specific information from these agencies relating to needs and interests;
- Reviewing received information and applications for support;
- Interfacing between adopter agencies and developer/demonstrator projects requested for adoption in order to
  - Schedule in-service training,
  - Monitor in-servicing, and
  - Follow-up in-servicing;
- Reviewing applications for cost reimbursement submitted by adopter agencies; and then
- Reimbursing adopter agencies as contracted.

A number of management control forms were designed and used in this process to gather the necessary information and to monitor the procedure. These control forms included:

- Local Education Agency Survey.
- Request for Assistance,
- Potential Adopter-Adapter's Survey,
- Request for Travel (to developer/demonstrator site),
- Report of Site Visit Observation,
- Request for Reimbursement (for site visit),
- Request for Assistance within District, and
- Input Report/Request for Reimbursement.

These forms were composed, with questions provided in checklist fashion, produced in mail-back format on color-coded cardstock, and requiring sign-off by the school superintendent for requests for monies. The forms were experimentally used during first-year project operations. Experience with them indicated that some of the forms were not really needed and that others could use modification. These changes are planned for second-year operations.

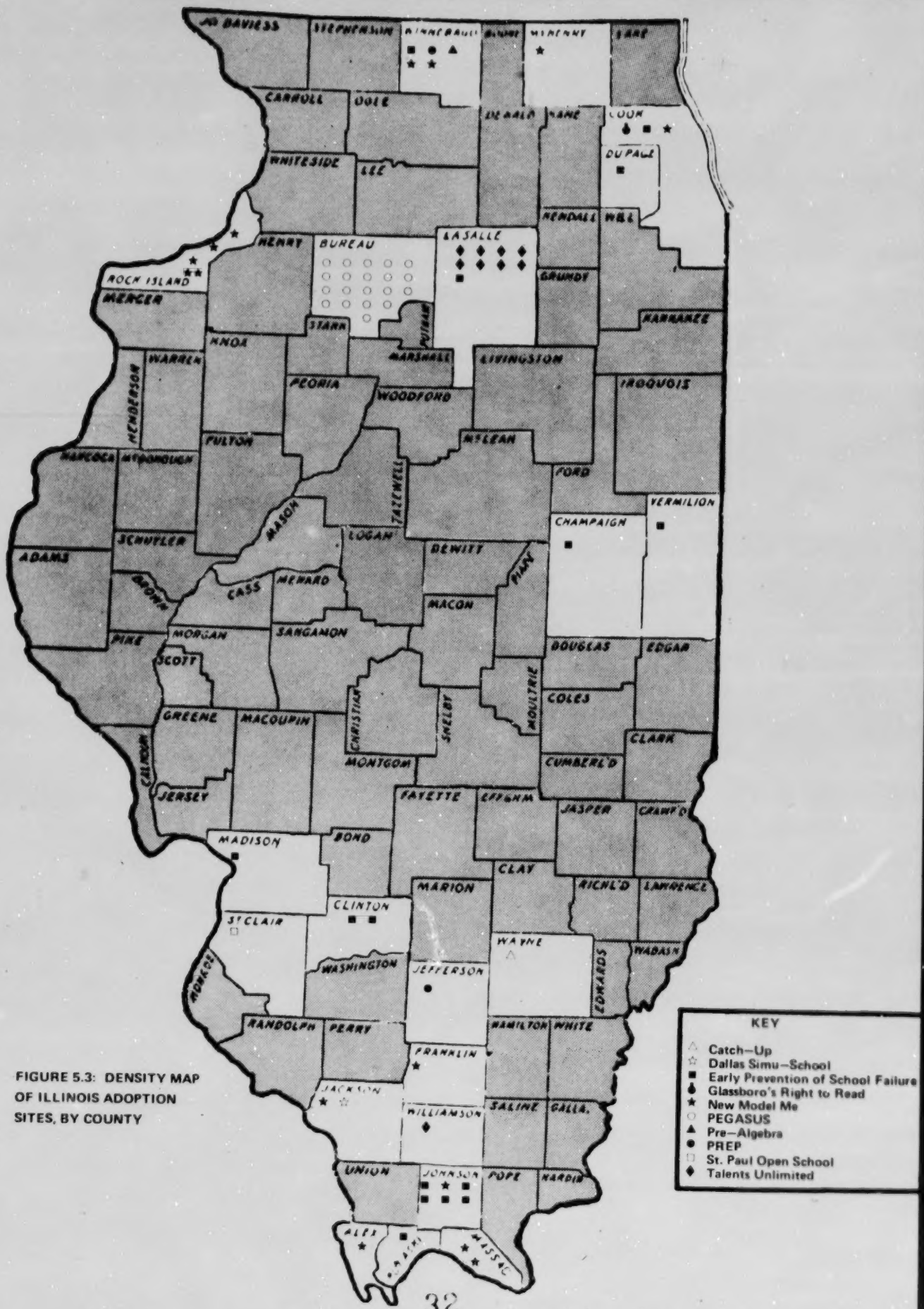


FIGURE 5.3: DENSITY MAP OF ILLINOIS ADOPTION SITES, BY COUNTY

ADOPTIONS

During the fall semester of the 1974-75 school year, the primary focus of project staff was upon:

- Project start-up
- Developing awareness materials
- Disseminating information
- Establishing a diffusion network within Illinois

During late fall, MEDIA entered into negotiations with Rockford School District for their adoption of the Peotone Developer/ Demonstrator Project. This was an ambitious first adoption for MEDIA including 53 learning centers and potentially 3,000 children during the first year.

Before the adoption, MEDIA staff met with Rockford administrators and contacted the D/D Project. The in-service training was set up with the D/D for kindergarten teachers and special service staff for early February. The in-service was divided into three sessions: Monday and Tuesday, Thursday and Friday for teachers and Wednesday for special staff and principals. Follow-up in-service was conducted in May. Soon after the initial in-service training, the project was implemented and 2,860 pre-kindergarten students screened. There were spin-offs of the adoption in that Rockford School District implemented two other D/D projects during the Spring semester, one with some financial support from MEDIA.

SCHOOLS/PROJECTS

Between February and June, 1975, MEDIA facilitated adoption in-service in 65 school districts, one area service center and one State Educational Agency. These adoptions are summarized by county in Figure 5.3.

It can be noted from the figure, that adoptions took place in 21 counties. Two of the adoptions were in the eastern part of the state. The remainder were in southern Illinois, near MEDIA's project site, and in northern Illinois.

The 66 adoptions included ten different exemplary projects:

- Catch-Up
- Dallas Simu-School
- Glassboro's Right to Read
- New Model Me
- Early Prevention of School Failure
- PEGASUS
- Pre-Algebra
- PREP
- St. Paul Open School
- Talents Unlimited

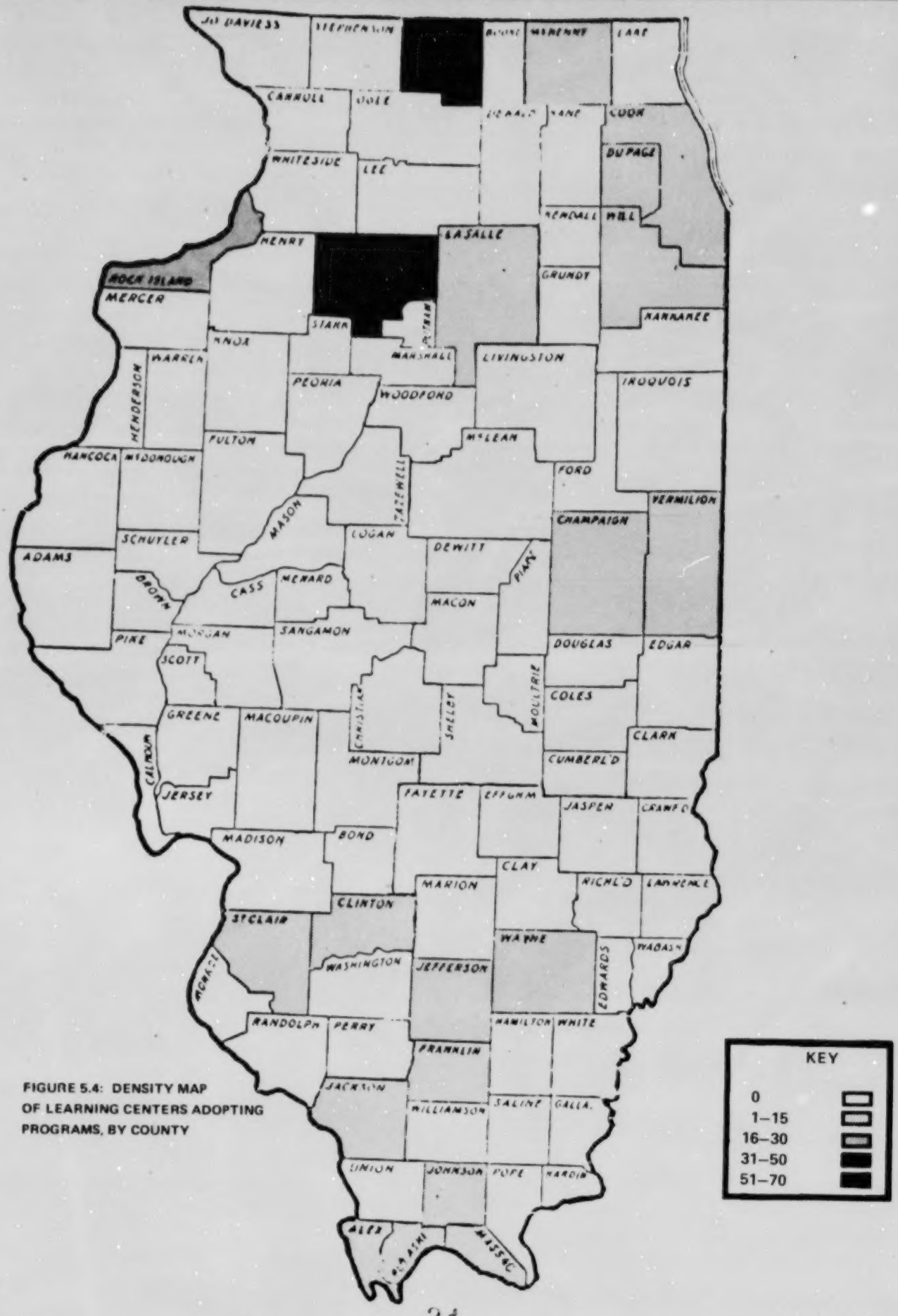


FIGURE 5.4: DENSITY MAP OF LEARNING CENTERS ADOPTING PROGRAMS, BY COUNTY

LEARNING CENTERS

The numbers of learning centers adopting developer/demonstrator projects are summarized by county in Figure 5.4. From the figure, it can be seen that the largest numbers of learning centers were in Winnebago and Bureau Counties. Individual adoptions ranged from as few as one learning center to as many as 53 centers.

- 43 Adopters of 1 Learning Center
- 9 Adopters of 2 Learning Centers
- 4 Adopters of 3 Learning Centers
- 1 Adopter of 4 Learning Centers
- 5 Adopters of 5 Learning Centers
- 1 Adopter of 8 Learning Centers
- 1 Adopter of 9 Learning Centers
- 1 Adopter of 11 Learning Centers
- 1 Adopter of 53 Learning Centers

As can be noted here, 183 learning centers participated in project adoptions. Four of these were non-public schools. About 30 percent of the learning centers were from one district. The other 130 learning centers were from 65 districts for an average of two centers per district. Of final note, 65 percent of the adopter districts had one learning center participating in the D/D Project adopted.

STUDENTS

The purpose of the State-Wide Facilitator is to improve learning for students through helping school districts adopt exemplary projects. The number of students reached during the 1974-75 school year is presented by county in Figure 5.5.

Overall, at least 31,000 students were reached within Illinois during the first year. As might be anticipated that largest numbers of these students were located in the northern Illinois counties participating in the process.

IN SUMMARY

The adoption procedure was multi-staged. It started with dissemination of awareness information, inquiries from school districts, follow-through on contacts, facilitating district in-servicing, and reimbursement of some district funds spent on adoption. At several stages within the process, districts were reviewed to determine need and likelihood of successful adoptions. MEDIA, the State-Wide Facilitator Project, had a successful first-year in that 66 Local Education Agencies, with 183 Learning Centers and over 31,000 students participated in the adoption process.

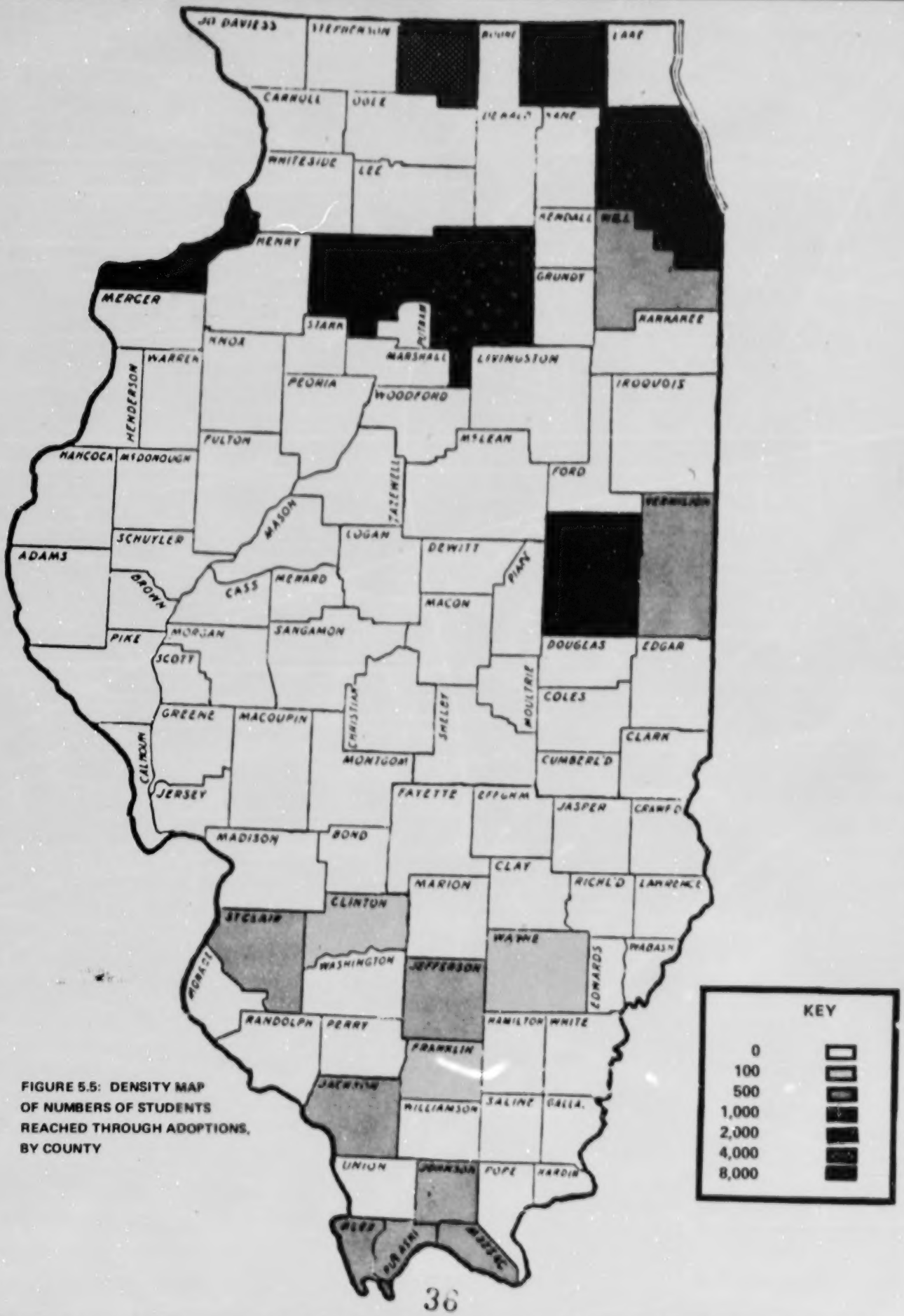


FIGURE 5.5: DENSITY MAP OF NUMBERS OF STUDENTS REACHED THROUGH ADOPTIONS, BY COUNTY

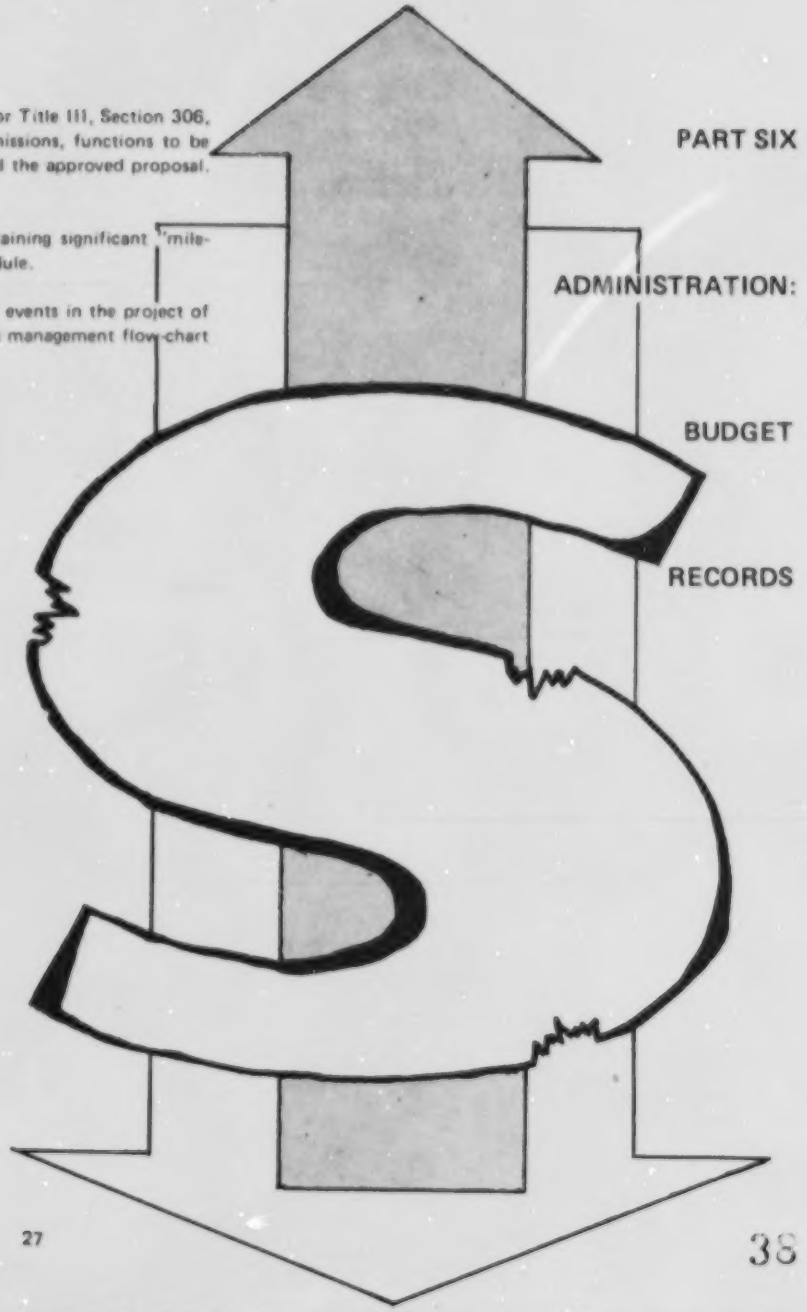
OBJECTIVES MET ☐ NOT MET

General Objective: Tasks/functions within Project MEDIA will be analyzed.

Specific Objective: The Project Director will review the proposal, the purposes for Title III, Section 306, State-Wide Facilitator Projects, and will list in written form the specific tasks, missions, functions to be performed by Project MEDIA, consistent with the recognized project purpose and the approved proposal.

General Objective: Scheduling, budgeting, systemmatic program planning for attaining significant "milestone events" will be carried forward, and specified outcomes will occur within schedule.

Specific Objective: The Project Director will make projections of the signlficant events in the project of significant products to be developed. These will be prepared in written form on a management flow-chart or similar planning device.



COSTS

Fiscal 1974-75
Total MEDIA Funding $293,750

Project MEDIA was initially funded for $293,750 for fiscal year 1974–75. The overall percentage budget breakdown is presented in Figure 6.1.

Staff Salaries and Benefits
33%

As might be anticipated, the largest item cost was salaries and associated fringe benefits. These costs accounted for about one-third of the total budget.

Adoption Sites
21%

The second largest expenditure of slightly over one-fifth of the budget was in direct support of adopter educational agencies. Most of these monies were for cost reimbursement to districts for the release of teachers to attend district D/D project training.

Travel
7%

Another major expenditure was for travel. This was the sixth largest cost accounting for about 7 percent of the budget. This travel includes:

- Delivering Awareness presentations;
- Attending conferences;
- Facilitating in-service training;
- Following-up adoptions

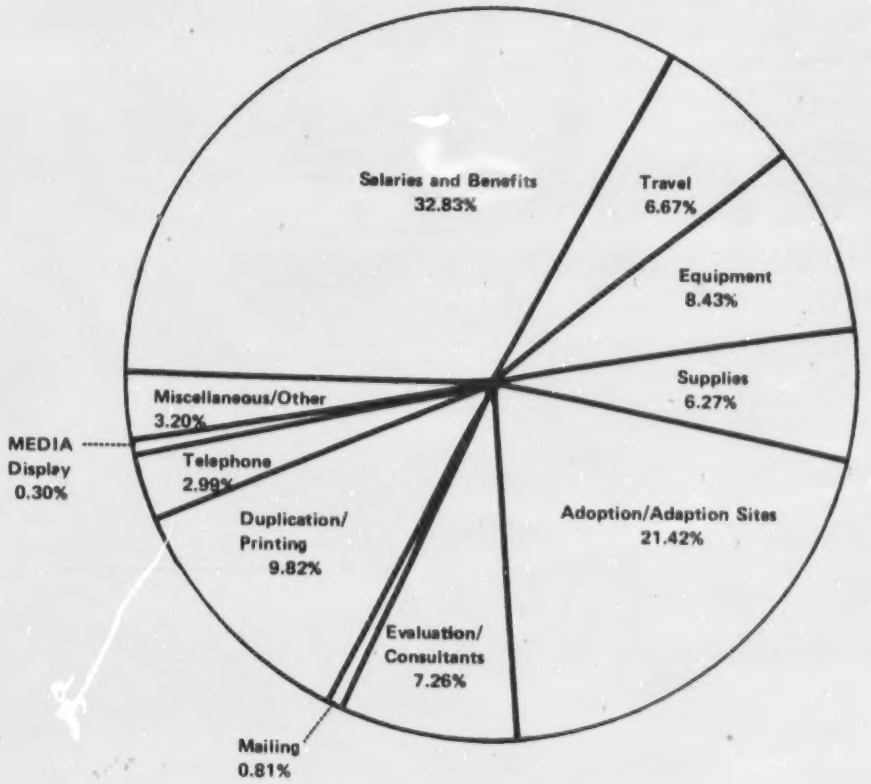


FIGURE 6.1: PERCENTAGE DISTRIBUTION OF 1974–75 MEDIA PROJECT EXPENDITURES

EFFECTIVENESS

The cost effectiveness of the first-year operations of MEDIA can be examined from the perspective of:

- Adopter Agencies – – $4,451 per agency
- Learning Centers – – $1,605 per center
- Students Reached – – $9.50 per student

It can be noted from these cost figures that project diffusion is a relatively inexpensive way of implementing new educational programs. The per agency cost to MEDIA for an adoption is only about half that of a typical mini-grant. Over several years, this expense will decrease since programs will be repeated annually for new groups of students. Moreover, during 1975-76, the adoption process cost per agency should decrease since many of the project start-up costs are non-recurring (e.g., equipment).

The $9.50 per student cost is worth noting. To start-up a new project and train staff, this first year MEDIA cost per student reached is quite low. It is not unusual for new projects to cost $20 or $30 or more per student annually for several years to develop and implement new programs, with no reasonable assurance that the innovative program will have any effect on student learning.

The total direct expenditures to LEA's was $62,919. This averages to:

- $953 per Adopter Agency
- $344 per Learning Center
- $2 per Student Reached

ADMINISTRATIVE RECORDS

During this first project year MEDIA staff were required to document all their activities. Recording logs included:

- Telephone Contacts
- Travel
- Daily Activities

These logs were time-consuming for staff to maintain. However, they enabled ERA to track the adoption process and describe the types of activities required of a State-Wide Facilitator.

The information forms used by project staff were jointly constructed by ERA and MEDIA. Some of the forms were found not to be useful and some of the others need revisions. Re-assessment and revision of all record keeping forms is planned for late summer, 1975.

The project staff also maintained

- Awareness materials
- Storage and retrieval system for D/D information, both on catalogue cards and in box files. These systems have been set up and up-dated for easy access of the information MEDIA has on D/D projects.
- Map displays of information requests and adoptions. These maps were quite large and hung on the main office wall. They were continually updated providing at a quick glance information regarding the progress of the project.

OBJECTIVES ☒ MET ☐ NOT MET

General Objective: Staffing requirements for this project will be delineated.

Specific Objective: The Project Director will prepare in writing a position description for the several types of staff needed to perform the functions.

General Objective: Staff will be recruited to perform specific project functions.

Specific Objective: Using the project analysis documents and the role description documents, the Project Director will actively recruit staff to fill available slots on the project, according to the specific requirements.

General Objective: Project MEDIA staff will become knowledgeable about (a) underlying philosophy and pertinent history of the educational reform movement and (b) specifics of the objectives in operation of current, validated products sufficient to their tasks within the project.

Specific Objective: Project staff, according to their differentiated functions, will contribute to the production of dissemination material and the presentation of dissemination events. In doing so, each staff will make contributions which demonstrate his knowledge of innovative trends and current, innovative projects.

General Objective: Project staff will develop skills for (a) informing the Illinois School District about available new approaches and (b) matching the need of Illinois LEA's and available resources for creating changes, and (c) bringing together the combined resources of SEA, Project MEDIA, and staff of innovative programs to facilitate the process of adopting new projects and procedures.

Specific Objective: Each staff member will perform those functions listed on the Program Analysis documents which related to his job category, according to a list of specific functions to be performed by each category of staff.

General Objective: Staff training will be carried forward sufficient to develop expertise necessary for the performance of project activities.

Specific Objective: The Project Director will prepare in written form a schedule of staff training events, including: training topics, credentials of workshop leaders, relationship of training program to project performance needs.

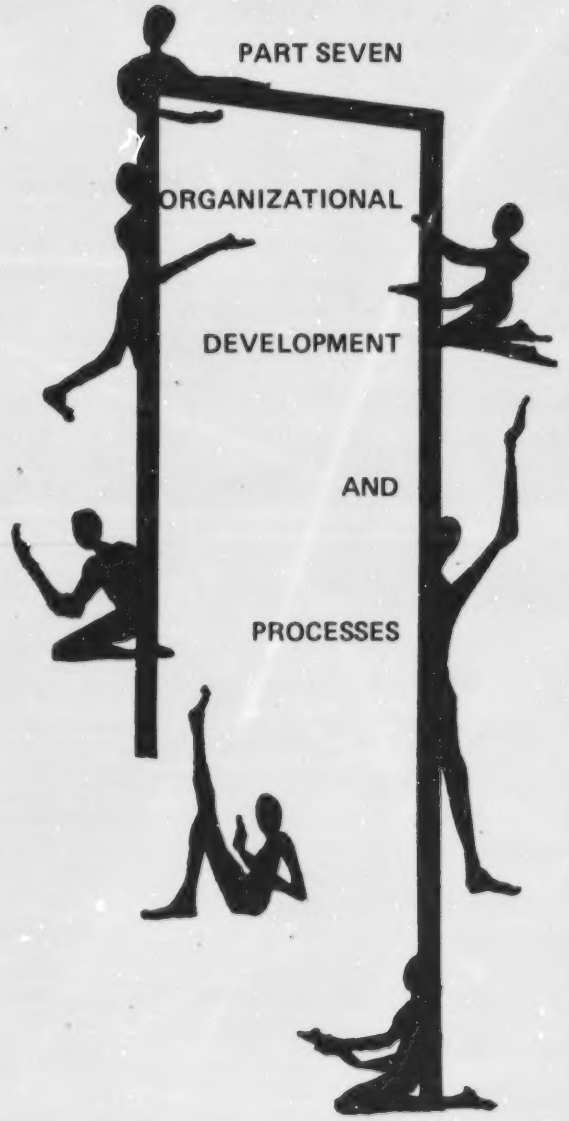
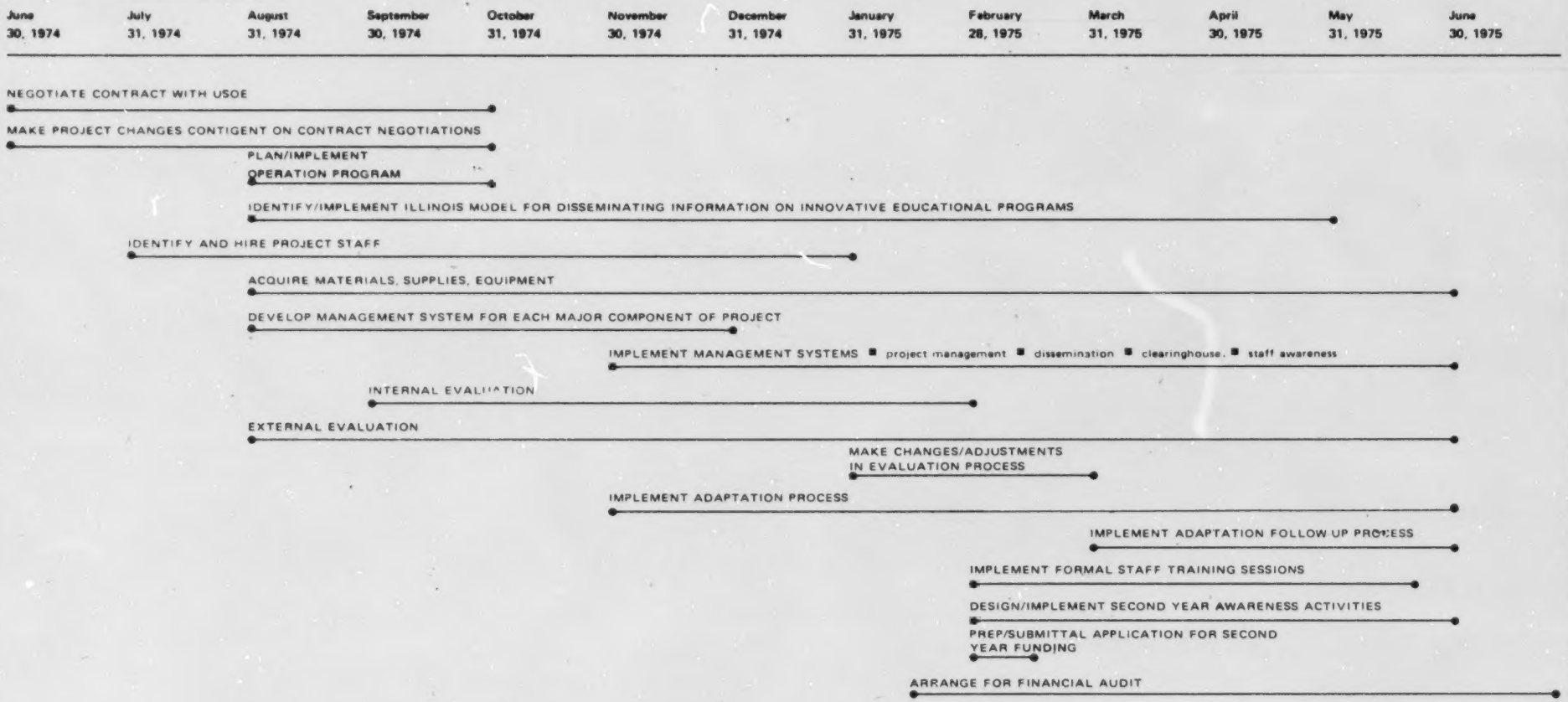


TABLE 7.1:
TIME FRAME FOR MAJOR MEDIA PROJECT EVENTS


June 30, 1974
July 31, 1974
August 31, 1974
September 30, 1974
October 31, 1974
November 30, 1974
December 31, 1974
January 31, 1975
February 28, 1975
March 31, 1975
April 30, 1975
May 31, 1975
June 30, 1975
NEGOTIATE CONTRACT WITH USOE
MAKE PROJECT CHANGES CONTIGENT ON CONTRACT NEGOTIATIONS
PLAN/IMPLEMENT OPERATION PROGRAM
IDENTIFY/IMPLEMENT ILLINOIS MODEL FOR DISSEMINATING INFORMATION ON INNOVATIVE EDUCATIONAL PROGRAMS
IDENTIFY AND HIRE PROJECT STAFF
ACQUIRE MATERIALS, SUPPLIES, EQUIPMENT
DEVELOP MANAGEMENT SYSTEM FOR EACH MAJOR COMPONENT OF PROJECT
IMPLEMENT MANAGEMENT SYSTEMS ■ project management ■ dissemination ■ clearinghouse ■ staff awareness
INTERNAL EVALUATION
EXTERNAL EVALUATION
MAKE CHANGES/ADJUSTMENTS IN EVALUATION PROCESS
IMPLEMENT ADAPTATION PROCESS
IMPLEMENT ADAPTATION FOLLOW UP PROCESS
IMPLEMENT FORMAL STAFF TRAINING SESSIONS
DESIGN/IMPLEMENT SECOND YEAR AWARENESS ACTIVITIES
PREP/SUBMITTAL APPLICATION FOR SECOND YEAR FUNDING
ARRANGE FOR FINANCIAL AUDIT

PROJECT DESIGN/STAFFING

The design for the Illinois State-wide Facilitator Project can be pictorially represented in a time-frame as shown in Table 7.1.

The time-frame shows that initially the project was funded in June, 1974 and that negotiations with the Office of Education continued from June through October of that year. The project design was operationally delineated and implemented during the last three months of the negotiation phase.

Staff identification and recruiting started in July and continued through January, 1975. During the first six months the project was staffed by three professionals and one secretary. These staff were responsible for project start-up, initial awareness activities, and the like.

The remaining six professional and one secretarial staff all were hired by January 31, 1975. As of February 1, the project was fully implemented.

During the initial six months of the project, organizational designs and processes were developed. Included in these were:

- Management process designs
- Facilitation process designs
- Staff organizational charts
- Staff job descriptions and qualifications.

The MEDIA staff organization was set up as illustrated in Figure 7.1. It can be seen that six of the nine professional staff had two different major responsibilities. For example, one staff member was responsible for coordinating staff training as 20 percent of effort and serving as an Adoption Consultant the other 80 percent. Only two individuals were identified as full-time Adoption Consultants.

Prior to January, 1975, the project staff consisted of:

- Project Director,
- Media Specialist,
- Design Specialist, and
- Administrative Secretary.

The initial hiring of the Media and Design Specialists was consistent with project needs in that one of the first project priorities was the design, development, and production of awareness materials.

The additional staffing came at the time MEDIA was entering its second major phase of operation. During the first phase, awareness activities were the central focus. Then in early January, 1975, the adoption phase was implemented. It should be noted that considerable planning for the adoption process had occurred prior to January when actual adoptions facilitated by MEDIA started taking place. During this second phase of the project, staff continued all earlier awareness activities in addition to facilitating project adoptions.

The staff selected by MEDIA Project Director to carry project activities forward were relatively young, and committed to change in education. All professional staff had teacher certification in the State of Illinois. The Project Director is currently completing her Ph.D. in Educational Adminstrations and Foundations. The special expertise of staff included:

- Guidance and Counseling
- Art Education
- Industrial Arts Education
- Vocational/Home Economics
- Public Relations
- Recreation
- School Administration
- Elementary Education
- Special Education
- Journalism/Advertizing
- Audio-Visual Education
- Library Science

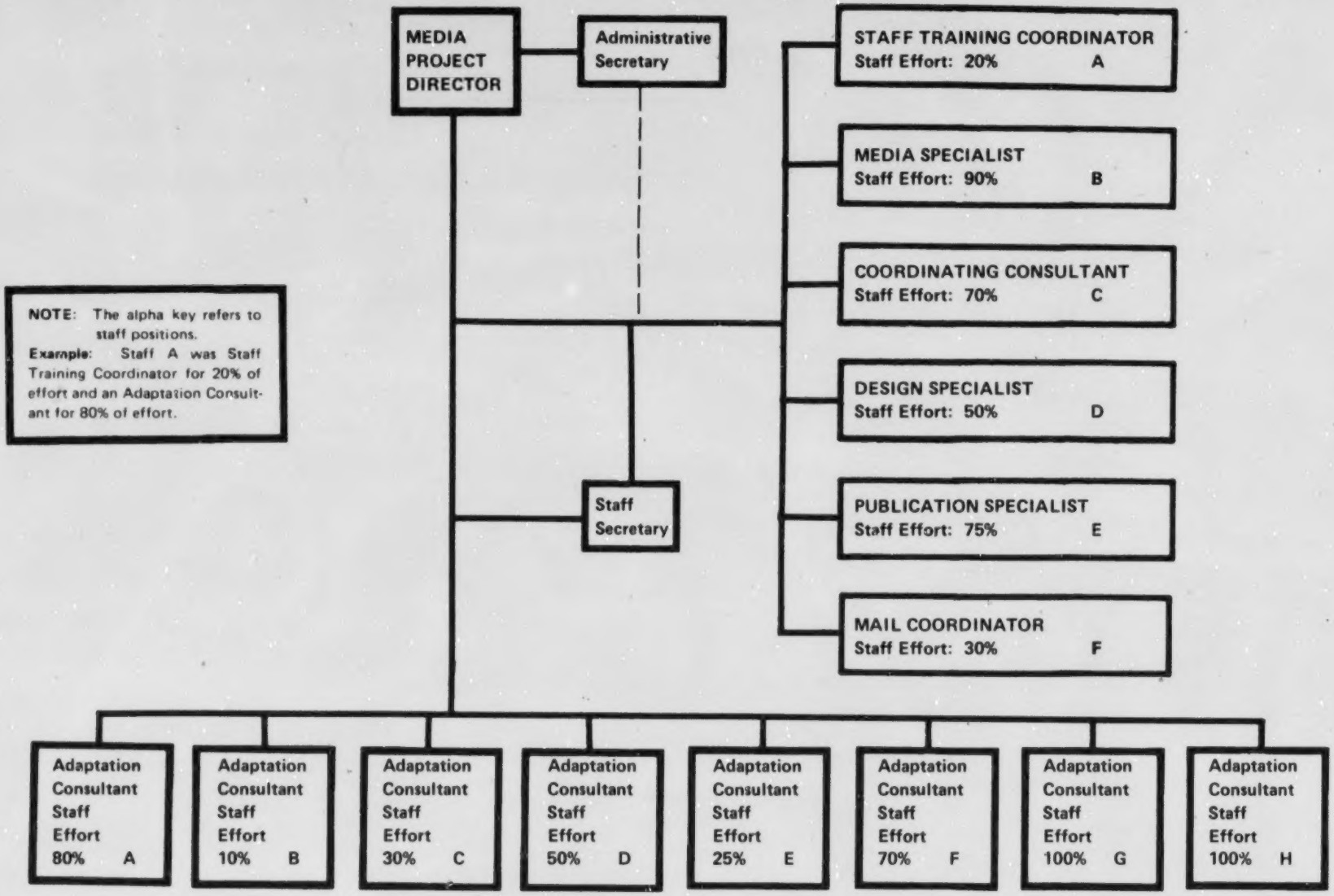

MEDIA PROJECT DIRECTOR
Administrative Secretary
Staff Secretary
STAFF TRAINING COORDINATOR
Staff Effort: 20% A
MEDIA SPECIALIST
Staff Effort: 90% B
COORDINATING CONSULTANT
Staff Effort: 70% C
DESIGN SPECIALIST
Staff Effort: 50% D
PUBLICATION SPECIALIST
Staff Effort: 75% E
MAIL COORDINATOR
Staff Effort: 30% F
NOTE: The alpha key refers to staff positions.
Example: Staff A was Staff Training Coordinator for 20% of effort and an Adaptation Consultant for 80% of effort.
Adaptation Consultant Staff Effort 80% A
Adaptation Consultant Staff Effort 10% B
Adaptation Consultant Staff Effort 30% C
Adaptation Consultant Staff Effort 50% D
Adaptation Consultant Staff Effort 25% E
Adaptation Consultant Staff Effort 70% F
Adaptation Consultant Staff Effort 100% G
Adaptation Consultant Staff Effort 100% H

FIGURE 7.1: PROJECT MEDIA STAFFING CHART

STAFF DEVELOPMENT

Staff development was emphasized especially when the project was fully-staffed. Staff development activities were centered around

- In-the-field job training; and
- Formal staff-training sessions.

Initially, training took place in the field. All project staff went to LEA sites, conferences, and the like to learn the facilitation process first-hand. This development strategy allowed each member to become aware of the process, gain an understanding of the facilitation role, and feel as though they were an integral part of the project. This strategy seems to account for the high-level of dedication to the project, that was demonstrated by both professional and secretarial staff, in a relatively short time.

In addition to field-training, some staff visited a variety of Developer/Demonstrator Project sites to become qualified trainers of selected program models. This contributed significantly to the quality of MEDIA's facilitation of adaptions.

The formal staff training is summarized in Table 7.2. A total of 12 days of training were provided to the staff between February 1 and June 4, 1975. The first four training sessions, conducted between February 1 and February 15, were task-oriented. They focused upon individual skills and knowledge needed to carry out program objectives.

The second training phase focused upon the organization. The theme was on team building for the development of a humanistic, task-oriented organization. Toward this end, training included:

- Communication skills
- Examinations of attitudes, values, and beliefs
- Sensitivity and empathy toward others
- Program planning and development skills

The training program for staff development resulted in both organizational and individual growth. Prior to the end of the first project year, the staff were planning as a team, demonstrating expertise in the facilitation process.

TABLE 7.2:
STAFF DEVELOPMENT/TRAINING

WHEN	LENGTH OF TRAINING	PURPOSE	TRAINER	EVALUATION COMMENTS
2/15/75	1 day	■ To develop (or increase) skills in public speaking	John Stewart Speech Department Paducah Community College	The MEDIA staff indicated that this was a relevant, high quality session. Moreover, they showed fairly strong interest in additional training in this area.
2/13/75	1 day	■ To analyze personal and professional resources ■ To develop plans for a model of systematic professional development	Dr. Dan Hunter, Dean Department of Resources and Learning Murray State University	MEDIA staff rated this training session as high quality and relevant. They showed fairly strong interest in further training in professional/organizational development.
2/14/75	1 day	■ To develop (or increase) knowledge and understanding of educational policies and procedures related to federal funding	Emmitt Stingsby Office of Education Department of Federal Government Relations	This session was viewed by the MEDIA staff as highly relevant. It was rated as a fair to good training session, with some interest shown by the staff in learning more about federal funding.
2/15/75	1 day	■ To better understand the role of the LEA administrator and staff in the diffusion/adoption process of innovative educational concepts	Dr. Jim Parker Department of Educational Administration Southern Illinois University	This session was viewed as highly relevant by staff members. Moreover, the staff rated the session as of high quality, showing interest in some further training.
2/28/75; 3/16/75	2 days	■ To increase skill in discriminating accurately the content and affect of written communications ■ To increase skill in making appropriate responses to the content and affect contained in statements of others	Dr. Don Rye, Assistant Dean Guidance and Counseling Murray State University	This was the first of several sessions dealing with the development of the organization. The specific skill development progress was difficult to document. However, it led into the May 7 and then the May 21-23 sessions.
5/7/75	1 day	■ To process internal staff interactions which tend to decrease overall efficiency	Dr. Don Rye, Assistant Dean Guidance and Counseling Murray State University	This session focused upon the internal communications among staff. Many of staff shared their concerns and feelings with others during this session.
5/21/75– 5/23/75	3 days	■ To learn systems theory terminology ■ To develop skills that individuals can utilize to enhance the effectiveness with which they function with others ■ To identify, explore and clarify attitudes, values and beliefs ■ To internalize the concepts relative to systems theory, system climate change and behavior change strategies ■ To learn selected aspects of program planning and development	Dan Brauer Pat Turner Jean Garst Pupil Personnel Services Illinois Office of Education	This 3-day seminar seemed to be highly effective in that it produced visible change in project staff. These changes seemed to positively affect the self-concepts of several staff and improve staff-staff and staff-evaluator interactions. Moreover, the MEDIA staff implemented the techniques learned in program planning and development.
6/3/75– 6/4/75	2 days	■ To increase acceptance and positive feelings toward self and others ■ To increase knowledge of strengths and weaknesses ■ To develop skills to build upon strengths and develop positively in weaker areas ■ To develop skills needed to conduct Human Potential and Success Motivation Seminars	Shirley Williamson Assistant to the President Paducah Community College	This training session served as a follow-up to the May 21-23 training. A different planning and development model was presented. The session enabled staff to develop further self-awareness, both as individuals and project staff members.

MEDIA PROJECT OPERATIONS:

Project MEDIA operates in several ways to facilitate the dissemination and diffusion process in Illinois. The modes of operation can be described separately, while serving common purposes. Example modes of operation are:

- Formal presentations at educational conferences, professional meetings and Illinois LEA's
- Constructing and operating Awareness displays at conferences and meetings
- Participating in the National Diffusion Network
- Co-sponsoring conferences
- Working with individual school personnel
- Interfacing with Developer/Demonstrator projects
- Facilitating D/D in-service training programs in LEA's
- Providing adoption/adaption seed-monies to LEA's
- Developing Awareness materials
- Participating in staff training

MEDIA's primary activity focus during the first-half of the project year was on initial awareness among Illinois educators of the diffusion efforts and types of available developer/demonstrator projects. During the second-half of the year, the project's efforts shifted to facilitating the implementation of adoptions/adaptions in LEA's. Project operations were well-coordinated during this latter phase, because:

- A full compliment of qualified staff were working in the project
- Initial awareness of the project's availability and purpose had been accomplished
- Adoptor/Adapter districts were requesting assistance

As part of ERA's evaluation of project processes, MEDIA staff kept daily logs of activities, telephone contacts, travel and the like. These were analyzed by ERA staff.

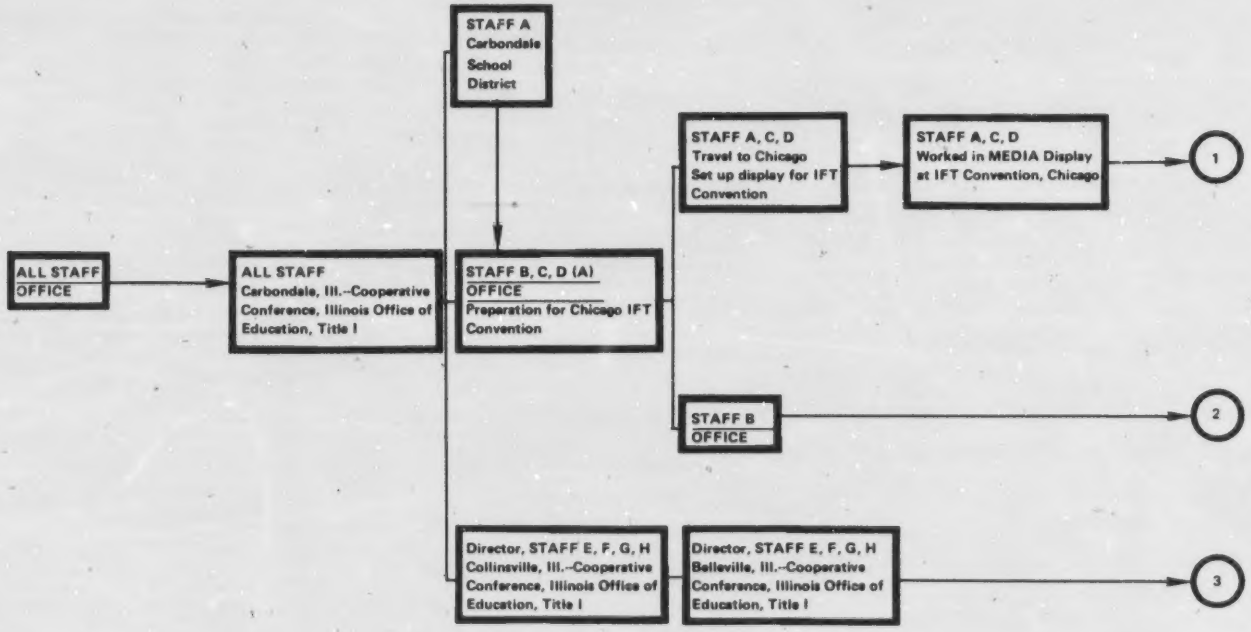
In order to highlight how Project MEDIA operates in the facilitation process, all staff activities between April 1 and May 15, 1975 were analyzed. Project operation during this time sample (6 weeks) reflect the entire spectrum of diffusion concerns, as well as the combination of activities that occurred when the project was completely staffed.

The staff activities are displayed in flow-diagrams to represent how MEDIA operated during each week in the time-sample. A discussion of weekly activities accompanies each flow-diagram in text.

This entire six-week sample of MEDIA operations shows a high degree of committment and flexibility on the part of project staff. For instance, staff often traveled over weekends, with round-trip time ranging from just a few hours, to as much as several weeks in duration.

APRIL

SUNDAY	MONDAY	TUESDAY, April 1	WEDNESDAY, April 2	THURSDAY, April 3	FRIDAY, April 4	SATURDAY, April 5



APRIL 1–APRIL 5

Highlights of the week were:

- Cooperative Conferences with the Illinois Office of Education, and
- Attendance, with display, at the Illinois Federation of Teachers Convention in Chicago.

Three cooperative conferences were jointly sponsored by MEDIA and IOE. The conferences were each one-day in length, held in Carbondale, Collinsville, and Belleville. The purpose for these conferences was to make area educators aware of the available developer/demonstrator projects and MEDIA's role as the Illinois State Facilitator.

All professional MEDIA staff were in the field during this first week of April. The only exceptions were

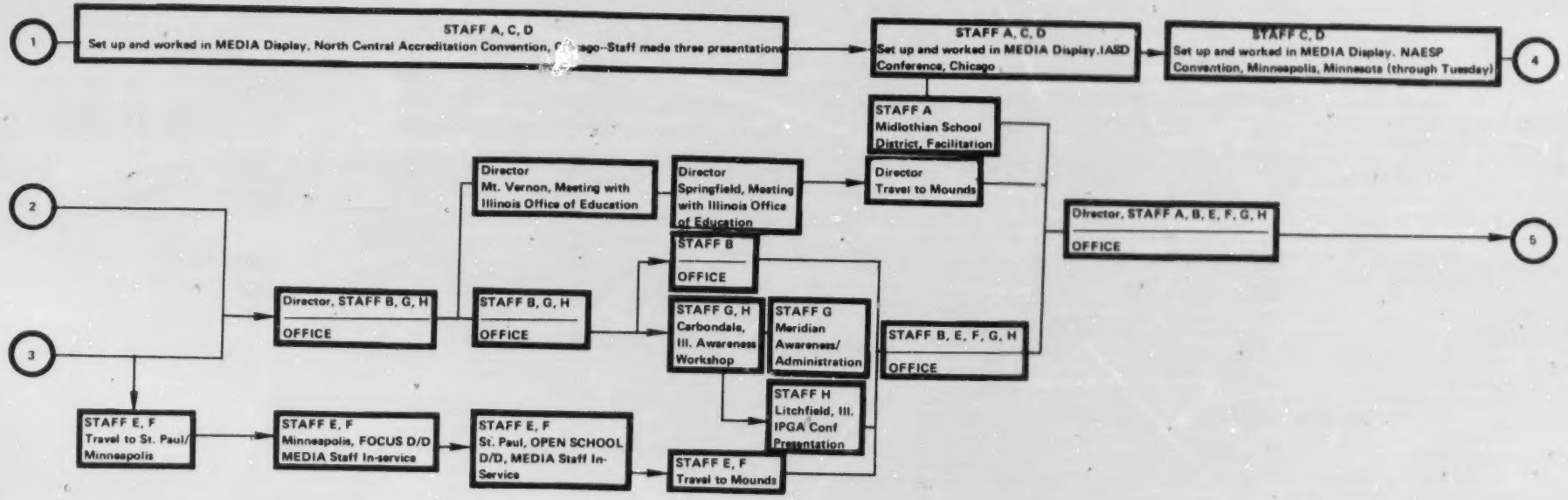
- Staff B, C, and D who were preparing for the Chicago IFT Convention on Thursday, April 3. Staff member B remained in the office on April 4, while the others traveled to Chicago.

- Staff member A, who was in Carbondale on April 2, returned to Carbondale the afternoon of April 3 for a facilitation meeting, and joined Staff C and D on April 4 for travel to Chicago.

It can be noted, that staff efforts were not limited to a Monday through Friday time-frame. On Saturday, April 5, three staff worked the MEDIA display at the IFT Convention in Chicago.

APRIL

SUNDAY, April 6	MONDAY, April 7	TUESDAY, April 8	WEDNESDAY, April 9	THURSDAY, April 10	FRIDAY, April 11	SATURDAY, April 12



APRIL 6–APRIL 12

Highlights of the week were:

- Director meeting with IOE staff in Mt. Vernon and Springfield.
- Awareness display set-up and/or presentations made at
  - NCA Convention, Chicago
  - IASD Convention, Chicago
  - NAESP Convention, Minneapolis
- MEDIA staff in-service training in the
  - FOCUS Developer/Demonstrator project model
  - OPEN SCHOOL Developer/Demonstrator project model
- Awareness presentations made in Carbondale, Meridian and Litchfield, Illinois.

Sunday, April 6 activities consisted of Staff A, C, D setting up the MEDIA display at the North Central Accreditation Association Convention in Chicago and Staff E and F traveling to St. Paul/Minneapolis.

Three project staff worked in the MEDIA display and made three awareness presentations at the NCA Convention, Chicago. On Thursday, April 8, the display was moved to the IASD Conference, Chicago, and on Saturday, April 12, it was moved to Minneapolis for the NAESP Convention.

The Project Director spent two days, April 8 and 9, with Illinois Office of Education staff. This was a Project Directors' meeting. The primary purpose for the meeting was awareness and facilitation.

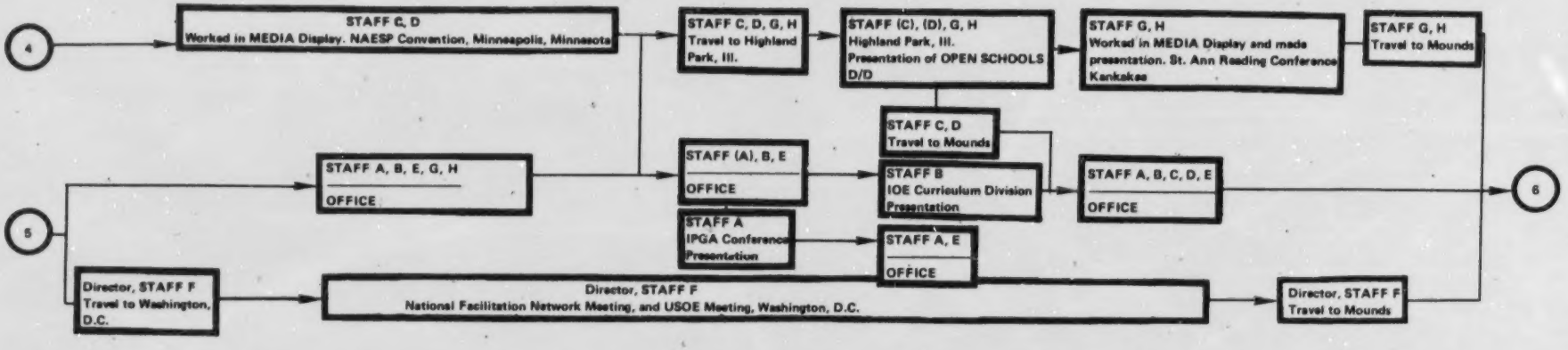
Two staff spent two days on-site being trained in the FOCUS D/D Model and OPEN SCHOOL D/D Model. This training was a result of demonstrated interest shown in these particular projects by school personnel in Illinois' school districts.

Several MEDIA staff were in the office during this second week in April. Their activities were as follows:

- Collecting and preparing awareness materials, including brochures and slide presentations
- Mailing requested awareness materials
- Answering correspondence
- Reviewing requests for MEDIA assistance
- Planning, setting up schedules, completing forms, general organizational activities
- Preparations for field trips
- Follow-up on Cooperative Conferences held the previous week.

APRIL

SUNDAY, April 13	MONDAY, April 14	TUESDAY, April 15	WEDNESDAY, April 16	THURSDAY, April 17	FRIDAY, April 18	SATURDAY, April 19



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APRIL 13–APRIL 19

Highlights of the week were:

- A National Diffusion Network Meeting, Washington, D.C.
- USOE Meeting, Washington, D.C.
- Awareness display set-up and/or presentations made at
  - NAESP Convention, Minneapolis
  - St. Ann Reading Conference, Kankakee
  - Highland Park, Illinois School District
  - IOE Curriculum Division

The Project Director and one staff member flew to Washington, D.C. on Sunday, April 13. They returned on Saturday, April 19. During the week, they attended a National Facilitation Network Meeting and an USOE meeting, both held in Washington, D.C.

Staff C and D worked in the MEDIA display at the NAESP Convention, Minneapolis from Sunday, April 13 through Tuesday, April 15. The other five professional staff were in the office during the first two days of the week.

On Wednesday, Staff G and H joined Staff C and D as they traveled to Highland Park, Illinois for presentations on Thursday. Staff C and D spent the morning in Highland Park and then returned to Mounds in the afternoon, after three weeks on the road. Staff G and H went to Kankakee to set up the MEDIA display and make a presentation at the St. Ann Reading Conference on Friday, April 18. These two staff returned to Mounds on Saturday, April 19.

On Wednesday morning, Staff A, B and E were in the office. That afternoon, Staff A made a presentation at an IPGA Conference. On Thursday, Staff A and E were in the office all day. Staff B made a presentation to the IOE Curriculum Division.

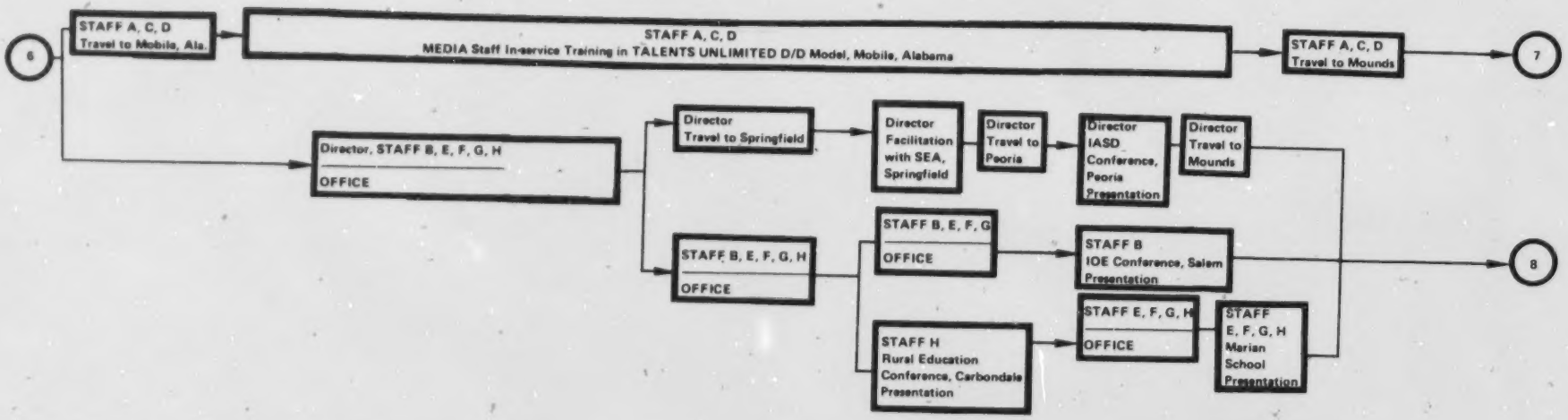
On Friday, two staff were in Kankakee and two were in Washington, D.C. The remaining five professional staff were in the office.

During this week, the typical office activities were as follows:

- Correspondence completed to LEA's, D/D's. SEA's, and SF's.
- Program literature reviewed and catalogued.
- Graphics worked on for materials and slide presentation.
- Travel arrangements made.
- Schedules reviewed and completed.
- General office activities, such as filing and completing forms.

APRIL

SUNDAY, April 20	MONDAY, April 21	TUESDAY, April 22	WEDNESDAY, April 23	THURSDAY, April 24	FRIDAY, April 25	SATURDAY, April 26



APRIL 20 – APRIL 26

Highlights of the week were:

- MEDIA staff in-service training in the TALENTS UNLIMITED Developer/Demonstrator Project Model.
- Director meeting with State Education Agency in Springfield for facilitation.
- Awareness presentations at/in
  - IASD Conference, Peoria
  - IOE Conference, Salem
  - Rural Education Conference, Carbondale
  - Marian School

Three of the staff spent the week in Mobile, Alabama being trained in the TALENTS UNLIMITED Project. They traveled to Mobile on Sunday, April 20 and returned on Saturday, April 26. They were working with the D/D project staff Monday through Friday.

The Project Director traveled to Springfield on Wednesday, April 23 for a meeting with the State Education Agency on Thursday. Thursday, late afternoon, she traveled to Peoria for a presentation on Friday. Friday afternoon, she returned to Mounds.

Other staff presentations were:

- The Rural Education Conference, April 24
- IOE Conference, April 25
- Marian School, April 25

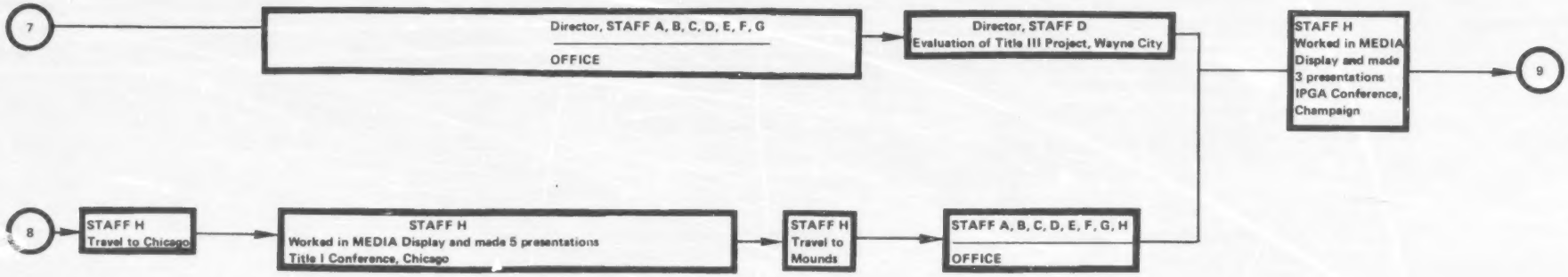
This latter meeting consisted of an afternoon session in which four of the MEDIA staff made awareness presentations.

The majority of project staff were in the office during most of the week. Their general activities were as follows:

- Working on project budget
- Updating correspondence
- Reviewing materials for cataloguing
- Reviewing D/D project materials for professional project growth
- Mailing awareness materials
- Working on graphics for awareness materials
- Preparing for presentations
- Making travel arrangements
- Preparing tapes for presentations
- Partial staff meeting

APRIL — MAY

SUNDAY, April 27	MONDAY, April 28	TUESDAY, April 29	WEDNESDAY, April 30	THURSDAY, May 1	FRIDAY, May 2	SATURDAY, May 3



APRIL 27 – MAY 3

Highlights of the week were:

- Evaluation of Title III Project, Wayne City
- Set-up of MEDIA display and delivering awareness presentations at

  Title I Conference, Chicago
  IGPA Conference, Champaign

Most of the staff spent this week in the project office. Exceptions to this were:

- Project Director and one staff member who spent Thursday, May 1 and Friday, May 2 in Wayne City for an on-site review/evaluation of a Title III project.

- A staff member who traveled to Chicago on Sunday, April 27; set-up the MEDIA display and made five presentations at the Title I Conference on Monday and Tuesday; returned to Mounds on Wednesday; was in office on Thursday and Friday, and then worked the MEDIA display and made three presentations at the IGPA Conference in Champaign on Saturday.

The office activities for the week were as follows:

- Reviewing D/D Projects
- Completing LEA in-service contracts
- Organizing materials
- Completing correspondence to LEA's, D/D's, and SEA's.
- Mailing awareness materials
- Working on organizational filing system
- Working on catalog cards
- Working on portable files
- Staff meeting
- Follow-up on adopter districts and potential adopter district.

PROJECT DIRECTOR:

SHIRLEY MENENDEZ

CONSULTANT/MEDIA DESIGN:

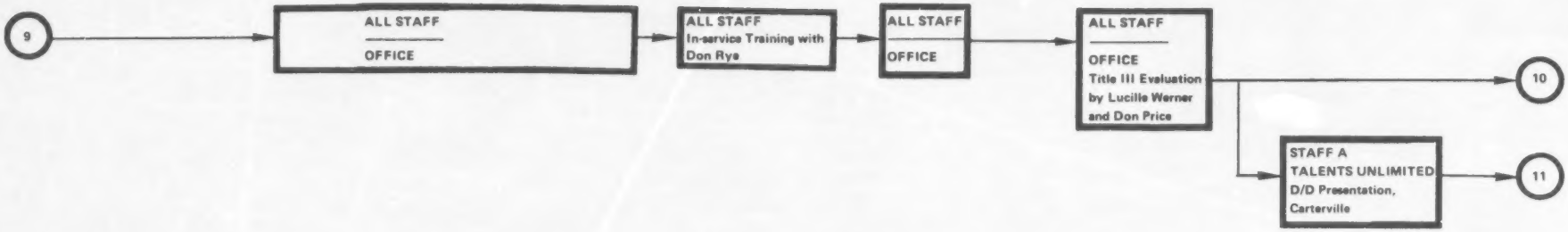
ANN FARRELL

MEDIA SPECIALIST:

G. DEAN TARTER

MAY

SUNDAY, May 4	MONDAY, May 5	TUESDAY, May 6	WEDNESDAY, May 7	THURSDAY, May 8	FRIDAY, May 9	SATURDAY, May 10



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MAY 4 – MAY 10

Highlights of the week were:

- In-service training session
- Title III evaluation team on-site visit
- Awareness presentation in Carterville

With one exception, all staff were in the project office during this week. The exception was one staff member who made an awareness presentation in Carterville on Saturday, May 10.

As can be noted from the chart, Don Rye conducted an in-service training session on Wednesday, May 7. Lucille Werner and Don Price visited the project site on Friday, May 9 for a State Title III evaluation.

The staff activities for the week focused on the following:

- Completing general correspondence
- Updating display maps in office
- Making phone contacts
- Planning facilitation of Rock Island in-service
- Attending planning sessions
- Attending staff meetings
- Preparing materials for potential adopter districts
- Preparing press release for adopter in-service
- Working on videotapes
- Meeting with ERA staff, project evaluators

CONSULTANT/CONFERENCE COORDINATOR:

CLAUDE HINMAN

CONSULTANT/LEARNING DISABILITIES:

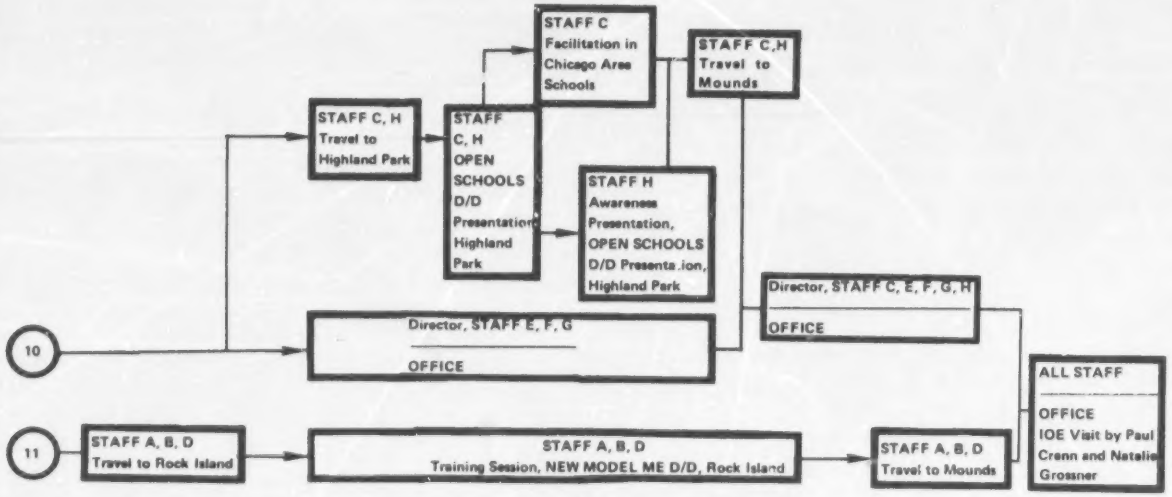
RICK HOLT

CONSULTANT/EARLY CHILDHOOD:

LLOYD SULLINS

MAY

SUNDAY, May 11	MONDAY, May 12	TUESDAY, May 13	WEDNESDAY, May 14	THURSDAY, May 15	FRIDAY	SATURDAY



MAY 11 – MAY 15

Highlights of the week were:

- Facilitation of training session, NEW MODEL ME Developer/Demonstrator project, Rock Island
- Awareness presentation, Highland Park
- On-site project visit by IOE Staff

During this week, the project staff were involved in facilitating a training session and making an awareness presentation. The training session involved several school districts, and was held in Rock Island, Illinois. Three of the MEDIA staff were on-site for facilitation. The training was conducted on Monday through Wednesday, May 12–14.

On Monday, May 12, two MEDIA staff traveled to Highland Park. They presented the OPEN SCHOOLS D/D Model that night to school personnel. One of the staff visited several Chicago area schools on Tuesday, while the other staff member met with Highland Park personnel. They returned to Mounds late Tuesday afternoon.

The Project Director and several staff were in the office during this week. On Thursday, May 15, they had an on-site visit from Paul Crenn and Natalie Grossner, IOE staff. The focus of the meeting was on the facilitation process.

The office activities during this week consisted of the following:

- Project planning
- Budgeting
- Completing correspondence
- Continued work on the information retrieval system
- Attending planning sessions
- Attending staff meeting
- Designing brochure covers and lettering
- Meeting with ERA staff, project evaluators
- Making travel arrangements
- Completing general office work such as filing and completing forms

CONSULTANT/AFFECTIVE EDUCATION:

LUCILLE CUMMINGS

CONSULTANT/PUBLICATIONS:

SANDRA KAUFMAN

CONSULTANT/READING:

SANTEE GHOLSTON

ADMINISTRATIVE SECRETARY:

NANCY GUNN

STAFF SECRETARY:

MARGARET GRACE

TABLE 7.3:
TELEPHONE CONTACT PATTERN BY PERCENT OF CONTACT*

GROUPING	PURPOSE OF CONTACT				
	Awareness	Facilitation	Administration	Other	Total
CONTACTED					
LEA's	4.47	4.47	4.62	4.70	18.26
SF's	0.24	1.49	6.11	4.00	11.84
SEA's	1.25	2.27	2.59	3.61	9.72
D/D's	1.18	2.19	1.88	7.05	12.30
Other	6.50	7.05	19.05	15.26	47.88
MONTH					
March	2.27	4.75	7.24	6.33	20.59
April	6.66	7.59	13.13	16.29	43.67
May	3.82	3.61	6.94	8.28	22.65
June	0.89	1.52	6.94	3.74	13.09
TOTAL	13.64	17.47	34.35	34.64	100.00

WATS CALLS
March– 83; April– 213; May– 144; June– 101; TOTAL– 541

*Based on 1276 phone calls made between March 1, 1975 and June 30, 1975.

FIGURE 7.2: Adjusted percentages of agency/project telephone contacts, March–June, 1975.

FIGURE 7.3: Adjusted percentages of phone calls classified according to purpose, March–June, 1975.

TELEPHONE CONTACTS

The major task of a state facilitator is that of serving as a communication link among local educational agencies, state educational agencies, state facilitators, and developer/demonstrator projects. Some of this contact is through personal on-site visitation and some is by mail. However, for successful completion of its task, the state facilitator had to be reactive to the needs of its clientele. Therefore, many of the contacts were by phone.

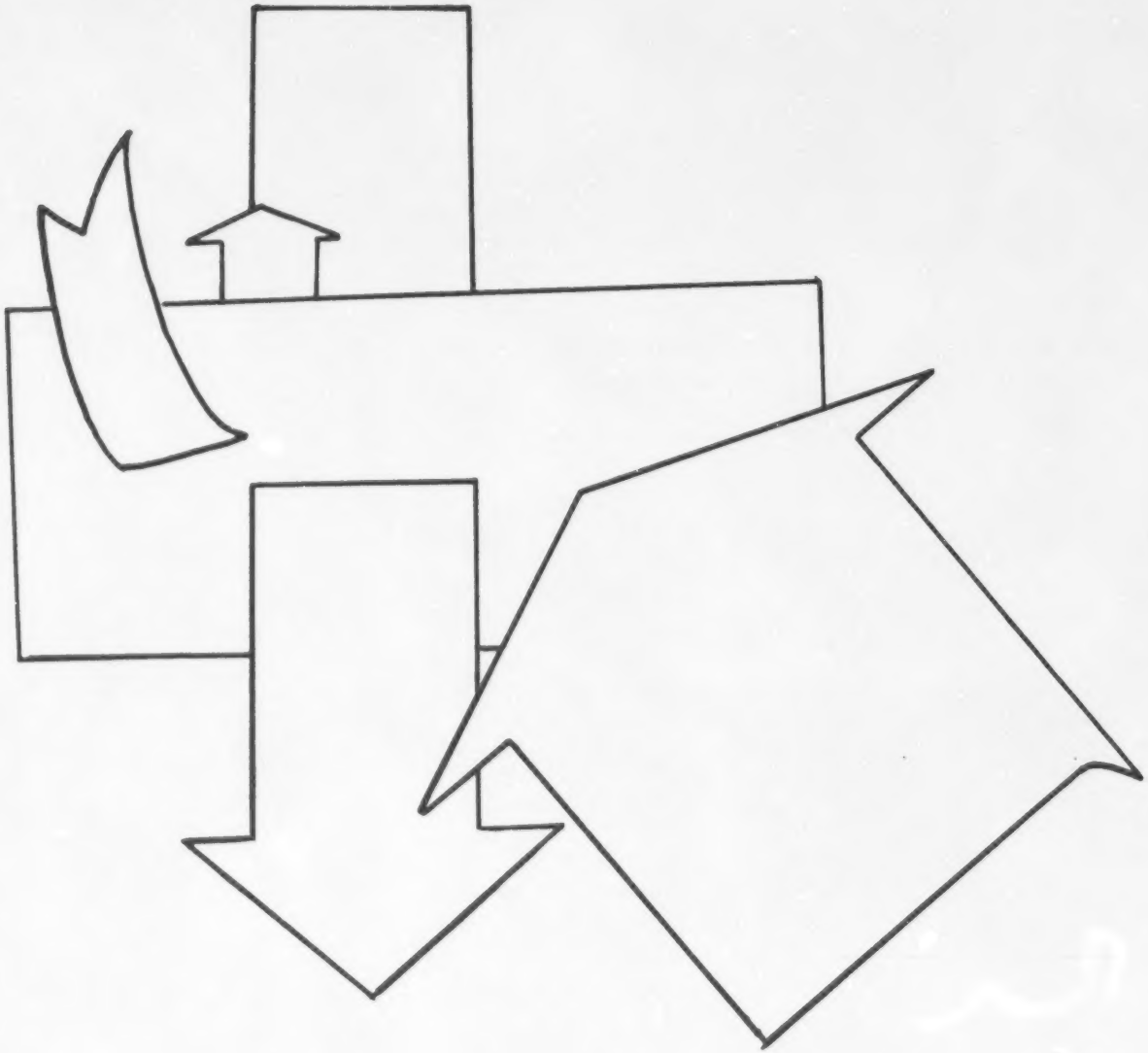
To analyze this segment of the process, records of phone contacts were kept by all project staff. These records were analyzed for the last four months of first-year project operation. The results are summarized in Table 7.3 and Figures 7.2 and 7.3.

It can be noted that the majority of phone contacts were made to LEA's, SF's, SEA's, and D/D's. As might be anticipated, the largest number of these calls were to LEA's, with the second largest number made to D/D's. The majority of awareness calls among these groups were made to LEA's. Similarly, the largest number of facilitation calls were to LEA's, while the largest number of administration calls were to SF's.

Examination of Figure 7.3 shows that among the three types of phone contacts, the majority were administrative. The remaining calls were about evenly divided between facilitation and awareness, with a few more facilitation calls.

The monthly breakdown of phone calls shows that the number of calls peaked in April, with successive decreases during the months of May and June. This is consistent with the first-year project design in that both awareness and facilitation were in full operation at this time. It can be noted from Table 7.3 that each type of phone contact peaked in April. However, during the following months awareness calls dropped most rapidly and administration calls showed the smallest decline.

The utilization of phone contacts is a primary strategy in the total diffusion process. This can be seen in that almost half of the phone calls during March, April, May, and June were long distance on a WATS line. Moreover, this represented at least 200 person hours or one-person month of effort. That is, it would be equivalent to at least one individual working eight hours per day, 100 percent of his/her time, for one working month making phone contacts. Over four months, this would be at least one-fourth full-time effort for one person.



PART EIGHT

RESULTS

AND

SPIN–OFFS

TABLE 8.1:
PROJECT/EVALUATION SUMMARY

COMPONENT	PROJECT ACTIVITIES	EVALUATION ACTIVITIES*
1. MANAGEMENT	■ Developed Management Plan □ Project Design □ Facilitation Process ■ Prepared Job Descriptions ■ Hired Staff ■ Remodeled Facilities ■ Developed Activity Recording Forms ■ Developed LEA Process Forms ■ Planned Staff Training ■ Developed Communication Links with SEA's ■ Maintained Normal Management Activities, e.g., Budgeting	■ Worked closely with management providing technical expertise, e.g., flow-charting ■ Worked with management on development of □ Activity Recording forms □ LEA Process forms ■ Reviewed and provided feedback on □ Staff descriptions □ Facility plans/remodeling □ Staff training plans ■ Monitored normal management activities
2. STAFF DEVELOPMENT	■ Field Training □ Professional Conferences □ D/D Training at LEA site □ D/D Training at D/D site ■ In-Service Training □ Skills needed to carry out program objectives (3 sessions) □ Organizational skills (9 sessions)	■ ERA staff attended some of the professional conferences and D/D training at LEA sites ■ In-service training was monitored by ERA □ Review of staff reactions to sessions □ Attendance at one 3-day session □ Observation of staff changes corresponding to training sessions
3. DISSEMINATION	■ Project staff developed a D/D project information storage and retrieval system ■ Produced awareness materials ■ Disseminated information through □ Presentations at conferences/meetings □ Setting-up displays at conferences □ Mailing materials □ Telephone contacts □ Meetings with school personnel, state agency staff, etc.	■ ERA staff monitored development of the MEDIA information system ■ ERA staff reviewed awareness materials ■ ERA staff observed several □ MEDIA staff presentations □ Booth displays set-up by MEDIA ■ ERA audited □ Mailings □ Telephone contacts ■ ERA staff attended a couple of meetings of MEDIA staff and state agency personnel or representatives ■ ERA followed-up on some of the MEDIA contacts with LEA's and D/D's
4. FACILITATION	■ Designed awareness materials ■ Scheduled dissemination activities ■ Reacted rapidly to non-scheduled information requests ■ Developed dissemination conferences cooperatively with Illinois State Education Agencies ■ Developed Facilitation Model allowing □ Responsiveness □ Flexibility ■ Developed criteria for selecting education agencies for adoption support ■ Supplied awareness and adoption monitoring services ■ MEDIA participated in National Diffusion Network activities	■ ERA staff reviewed awareness materials ■ ERA monitored dissemination activities ■ ERA attended some of the dissemination conferences ■ ERA provided technical expertise for designing facilitation process ■ ERA staff monitored the development of selection criteria ■ ERA with MEDIA developed application for adoption forms ■ ERA monitored MEDIA services supplied to educational agencies ■ ERA staff attended with Project Director and/or staff several National Diffusion Network activities
5. CLEARINGHOUSE	■ Identified Educational agencies ready to innovate ■ Worked with adopting agencies on a personal basis rather than through written RFP's and proposals ■ Interfaced between the Educational agencies and D/D's ■ Processed applications for MEDIA support	■ ERA staff monitored process of developing identification procedures ■ ERA monitored MEDIA interactions with LEA's and D/D's sampling perceptions of MEDIA from some LEA's and D/D's

*Both oral and written process reports were provided MEDIA based on ERA activities.

RESULTS/SPIN–OFFS

Project MEDIA, the Illinois State-Wide Facilitator Project, was initially funded in June, 1974 for one year at $293,750. Project staff consisted of the Project Director, two other professional staff, and one secretary until early in 1975. At that time, six additional professional staff and another secretary were hired for a total compliment of 11 staff, nine professional and two secretarial.

Even though understaffed for the first several months, MEDIA implemented their program early in the fall. The three professional staff developed awareness materials and the MEDIA display, presented at conferences and participated in the National Diffusion and Adoption Network. These activities were continued throughout the project year.

The staff developed an information storage and retrieval system including both catalogue cards and box files. The cards contain basic administrative information on each project such as the name of the contact person, mailing address, implementation costs, and the like. The box files contain printed materials on each project. Both of these storage systems are continually updated.

MEDIA negotiated its first contract for adoption late in 1974 and facilitated their first in-service D/D training in February, 1975. Between February and June they facilitated adoptions in 66 educational agencies, reaching 183 Learning Centers and over 31,000 students.

These adoptions occurred primarily in the southern and northern parts of Illinois. This initial impact pattern was to be expected because of the population density of the state and the location of the project. The project location in southern Illinois had the positive spin-off that many of the m rural districts in that part of the state participated in the ad process, when, it is lik ly, some would not have done so project had been located elsewhere.

During its first year, Project MEDIA met or exceeded all of its objectives. This was due primarily to the efforts of a good, dedicated staff.

Staff development was implemented during the second half of the year. This training included both

- On-site field training, and
- Scheduled staff training.

The on-site training consisted of sending staff into the field in teams to learn the adoption process first-hand. The scheduled training focused on two primary areas:

- Skills needed to carry out program objectives, and
- Organizational skills.

The training was successful in that the staff demonstrated positive changes in methods of interaction and team planning.

The primary spin-off of the adoption process was the additional interest expressed by some districts in other D/D projects. For example, after the Peotone D/D in-service in Rockford School District, two other D/D models were adopted. Another example from the Rockford adoption is that through implementation of the Peotone Project the district was able to identify almost 3000 kindergarten students during the spring before they were to enter school in the fall. Usually, the district had experienced low pre-enrollment. This spin-off has allowed the district to pre-plan the kindergarten experience more effectively.

As districts are adopting projects, it has been discovered that some of them are being contacted by other similar types of districts for project information and adoption. This multiplies the effects of the diffusion process through increasing the base number of districts with exemplary programs which are willing and able to share information and procedures with other school districts.

PART NINE
ILLINOIS
EDUCATION
AGENCIES:
ADOPTIONS
ILLINOIS
STATE-WIDE
FACILITATOR

EXHIBIT 9.1:
LIST OF ADOPTER AGENCIES AND ADOPTED PROJECTS

ADOPTER AGENCY	ADOPTED D/D PROJECT
Rockford School District	Early Prevention of School Failure
Rockford School District	PREP
Rockford School District	Pre–Algebra
Rock Island School District	New Model Me
Riverdale C. U. District	New Model Me
Hononegah C. U. School	New Model Me
Pecatonica C. U. District	New Model Me
United Township H. S. District	New Model Me
Rock Ridge C. U. District	New Model Me
Crystal Lake District	New Model Me
Queen Bee School District	Early Prevention of School Failure
Midlothian School District	Glassboro's Right to Read
Tonica C. District	Talents Unlimited
Oglesby Elementary District	Talents Unlimited
Dimmick C. District	Talents Unlimited
Dimmick C. District	Early Prevention of School Failure
St. Columba Catholic School of Ottawa	Talents Unlimited
Wedron C. District	Talents Unlimited
Eagle Elementary District	Talents Unlimited
Lostant C. C. School District	Talents Unlimited
Serena School District	Talents Unlimited
Bureau C. School District	PEGASUS
Dalzell School District	PEGASUS
Hall Township H. S. District	PEGASUS
Kasbeer Consolidated School District	PEGASUS
Ladd Community Consolidated School District	PEGASUS
LaMoille C. U. School District	PEGASUS
Malden Community Consolidated District	PEGASUS
Malden Community H. S. District	PEGASUS
Ohio Community Consolidated School District	PEGASUS
Ohio Community H. S. District	PEGASUS

Princeton Elementary School District	PEGASUS
Manlius Community Unit District	PEGASUS
Spring Valley C. C. School District	PEGASUS
St. Louis Grade School of Princeton	PEGASUS
Tiskilwa C. U. School District	PEGASUS
Walnut Community Consolidated District	PEGASUS
Walnut Community H. S. District	PEGASUS
Western Community Unit. District	PEGASUS
Wyanet C. C. School District	PEGASUS
Depue Unit School District	PEGASUS
Urbana School District	Early Prevention of School Failure
St. Rose School District	Early Prevention of School Failure
Breeze School District	Early Prevention of School Failure
Mascoutah C. U. School District	St. Paul Open School
Cypress School District	Early Prevention of School Failure
Cypress School District	New Model Me
Bridgeview School District	Early Prevention of School Failure
Buncombe Consolidated School District	Early Prevention of School Failure
Buncombe Consolidated School District	New Model Me
Vienna School District	Early Prevention of School Failure
Goreville School District	Early Prevention of School Failure
New Simpson Hill	Early Prevention of School Failure
Wayne City C. U. District	Catch–Up
Georgetown C. U. School District	Early Prevention of School Failure
JAMP Special Education Coop.	Early Prevention of School Failure
Area Service Center for Gifted Children	Talents Unlimited
Southern Illinois Reg. Office of Education	PREP
Christopher Community H. S.	New Model Me
Cairo Unit District	New Model Me
Southern Illinois University	Dallas Simu–School
Alleman High School	New Model Me
Metropolis School District	New Model Me
Carbondale School District	New Model Me
Glenview School District	New Model Me
Glen Carbon School District	Early Prevention of School Failure